DOCUMENT RESUME

ED 024 837 VT 007 624

By- Schultheis, Robert A.; Vaughn, Alvin

Changing Undergraduate Business Teacher Education Programs to Prepare Teachers for Culturally Different Youth. Report of an Institute (Temple University, June 3-14, 1968).

Ohio State Univ., Columbus. Center for Vocational and Technical Education.; Temple Univ., Philadelphia, Pa. Dept. of Business Education.

Spons Agency- Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68

Note- 146p.

EDRS Price MF-$0.75 HC-$7.40

Descriptors- Bibliographies, Business Education, *Business Education Teachers, Conference Reports, Culturally Disadvantaged, *Disadvantaged Youth, Ghettos, *Inservice Teacher Education, Instructional Materials, Negroes, *Office Occupations Education, Secondary Education, Speeches, Summer Institutes, *Unit Plan

This summer institute was designed to upgrade teacher educators in business education departments of urban universities and state colleges. Specific purposes were to increase their knowledge of culturally different youth and programs for these youth, and to provide an opportunity for them to develop and implement teaching units for such programs. There were 13 participants from Philadelphia and New Jersey who represented nine colleges and four school systems. Major presentations were: (1) "Negro Subculture and Family Organization" by Zelda Samoff, (2) "Human Relations and the Education of Teachers" by Charlotte Epstein, (3) "Teacher Attitudes and the Black Student" by Novella Williams, (4) "Problems Related to the Education of Black Students in Philadelphia" by William Mathis, (5) "Project 120: Training Teachers for Ghetto Schools" by Bernice Samalonis, (6) "Changing the Perceptions of Negro Slum Students Toward Office Work" by Estelle Popham and others, and (7) "Cognitive Problems of the Disadvantaged Student in Business Education Subjects" by Doxey Wilkerson and others. Also included are 16 teaching units, one content outline for a course of study, and a bibliography of 112 books. (EM)

C1

c1

ED0 24837

CHANGING UNDERGRADUATE BUSINESS TEACHER EDUCATION PROGRAMS TO PREPARE TEACHERS FOR CULTURALLY DIFFERENT YOUTH

A REPORT OF AN INSTITUTE
COSPONSORED BY THE DEPARTMENT
OF BUSINESS EDUCATION OF TEMPLE
UNIVERSITY AND THE CENTER FOR
VOCATIONAL AND TECHNICAL EDUCATION,
COLUMBUS, OHIO

VT007624

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CHANGING UNDERGRADUATE BUSINESS TEACHER EDUCATION PROGRAMS TO PREPARE TEACHERS FOR CULTURALLY DIFFERENT YOUTH . Report of an Institute

Editors:

2 Edi
Robert A. Schultheis, Ph.D., Assistant Professor
of Business Education, Temple University
and Director of the Institute.

Edi
Alvin Vaughn, Ed.M., Business Teacher, West
Philadelphia High School and Coordinator
of the Institute.

A report of an Institute cosponsored by the Department of Business Education of Temple University, and the Center for Vocational and Technical Education, Columbus, Ohio, held during June 3-14, 1968 at Temple University.

The work reported herein was accomplished in cooperation with the Center for Vocational and Technical Education at the Ohio State University which is supported by a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

THREE SUMMER INSTITUTES FOR TEACHERS OF DISADVANTAGED YOUTH IN COOPERATION WITH THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION AT THE OHIO STATE UNIVERSITY

Temple University
Philadelphia, Pennsylvania
Dr. Robert Schultheis
June 3-14, 1968

San Francisco State College
San Francisco, California
Dr. William Winnett
June 17-28, 1968

Hunter College
of the City University of New York
Dr. Estelle Popham
July 1-12, 1968

ACKNOWLEDGMENTS

The editors are indebted to many people through whose efforts and cooperation the Institute was able to provide valuable school and community experiences for the participants.

Sincere appreciation is expressed to Mr. Walter Scott, Principal of West Philadelphia High School, and to Mr. Israel Schless, Chairman, Commerce Department, for releasing Alvin Vaughn from his regular classroom duties in order to coordinate the Institute; to Mr. William Jefferson, whose excellent teaching permitted Mr. Vaughn not to be missed; and to the counselors, school community coordinators, and other staff members at West Philadelphia High School who donated their time, effort, and services to the Institute.

We are sincerely appreciative of the cooperation of many community agencies of North and West Philadelphia for the information and experiences they provided the participants. Special thanks are expressed to Mr. William Mathis of the Congress of Racial Equality, and Mrs. Novella Williams of Citizens for Progress, who graciously made the facilities of their offices available to the participants, and to Father James E. Woodruff, Urban Missioner of the Episcopal Diocese of Philadelphia, for his contributions to the Institute program.

We are especially grateful to Mrs. Rebecca Guth, Director of the Instructional Materials Center of Temple University, for the extensive assistance she provided in developing a specialized library service for the Institute.

Thanks are expressed to the students of Simon Gratz High School and West Philadelphia High School for evaluating their educational experiences and providing suggestions for improving high school business programs and to Miss Deborah Ann Oliver, an employee of the Bell Telephone Company, who very articulately related her duties and responsibilities to a panel of high school students.

Sincere appreciation is also expressed to Mr. Arthur Hertzfeld, Director of Vocational Education, School District of Philadelphia, and to Dr. Bernard J. McDonnell, Mr. Samuel Kaplan, Mr. Herbert A. Levin, Mr. Samuel S. Goldschneider, Mr. Leon Rubin, and Mr. Jacob A. Kafin, all of the Division, for their cooperation and participation in the Institute; and to Mrs. Marion B. Warner, Supervisor of Business Education in the Division, who was of invaluable assistance to the editors and participants throughout the entire Institute program.

The editors would also like to thank Miss Marion Weiner for handling the endless details connected with the Institute and for making the final copy of this publication possible.

The editors would like finally to acknowledge the expert assistance of several persons in the improvement of the final draft of this document. They are Dr. William Macomber and Dr. Lois Sebastian of Temple University and Mr. Edward Brower of Rider College, Trenton, New Jersey.

TABLE OF CONTENTS

Acknowledgments iii

Table of Contents v

Chapter I -- A Description of the Institute 1

Chapter II -- Institute Speakers 10

Negro Sublculture and Family Organization-- Mrs. Zelda Samoff 11

Human Relations and the Education of Teachers-- Dr. Charlotte Epstein 21

Teacher Attitudes and the Black Student-- Mrs. Novella Williams 32

Problems Related to the Education of Black Students in Philadelphia-- Mr. William Mathis 39

Project 120: Training Teachers for Ghetto Schools-- Dr. Bernice Samalonis 42

Community Involvement in School Programs and Policies-- Mrs. Elaine Blake 47

Changing the Perceptions of Negro Slum Students Toward Office Work-- Dr. Estelle Popham, et. al. 48

A Panel of High School Students in Business Education-- Mr. Alvin Vaughn, et. al. 54

Cognitive Problems of the Disadvantaged Student in Business Education Subjects-- Dr. Doxey Wilkerson, et. al. 57

Chapter III -- Teaching Materials 61

Temple University

Learning About the Community in Which Culturally Different Students Live 64

Learning About the Various Social and Educational Agencies Which Serve Culturally Different Populations 66

Learning the Specialized Vocabulary of Black Students in Inner-City Schools 69

Determining the Adjustment Problems of Culturally Different Graduates in their First Office Position 71

Becoming Sensitive to the Special Needs of Culturally Different Youth 73

Appreciating the Special Learning Problems of Culturally Different Youth 76

Developing the Student Teacher's Sensitivity to the Problems of the Culturally Different Student's Transition from School to Work 80

Drexel Institute of Technology

Determining the Expectancies of Supervisors of Culturally Different Office Workers and the Office Workers Themselves Toward Their Potential for Occupational Success 87

Learning About the Specialized Schools Which Provide Training and Retraining for Culturally Different Students 89

Identifying the Vocational Guidance and Placement Practices Used by Inner-City Schools and Specialized Educational Agencies 93

Working in an Agency Serving Culturally Different Populations 95

Rider College

Determining the Expectancies of Learning Potential Held by Culturally Different Students and Their Teachers 99

Identifying the Characteristics and Activities of Successful Teachers of Culturally Different Students 101

Learning to Develop Relevant Learning Experiences for an Inner-City Consumer Economics Class 104

Learning to Develop and Use Business Games to Make Learning More Relevant to Culturally Different Students 107

Montclair State College

Orienting Student Teachers to the Inner-City Community Served by their High School 111

Learning to Help Culturally Different High School Students Study Office Careers 113

Some Suggestions for a Course to Acquaint Preservice and Inservice Business Teachers with Inner-City Schools and Their Clients 116

Bibliographies

An Addendum to the BOOST Bibliography 121

Selected Readings About the Negro in America 124

Appendices

Appendix A -- Activity Guide Sheets 130

Appendix B -- List of Films on Culturally Different Youth Shown to Participants 134

Appendix C -- Institute Evaluation Sheets 136

CHAPTER I

A DESCRIPTION OF THE INSTITUTE

Introduction

During the last few years, there has been on the part of Americans an increasing awareness of and concern for the culturally different populations of our large metropolitan areas. Politicians, educators, religious leaders, and members of other segments of our society have realized, or have been violently forced to recognize, the results which migration patterns, legal and economic restrictions, and social attitudes have wrought on the face and character of the inner cities of our metropolitan areas.

The inner cities, in the past few decades, have been populated by larger and larger proportions of minority groups who are manifestly ill-equipped to adapt to the problems of living and earning a living in a fast-paced Northern metropolitan center.[1] Southern Negroes with their rural farm experiences, Appalachian Mountain whites with their coal-mining and farming experiences, and Puerto Rican and Cuban immigrants with their cultural and language differences have not "melted" in the pot with the ease with which Northern and Southern Europeans did at the turn of the Century. The problem of population balance has been further aggravated by the mass exodus of the middle class white population from the city to the suburbs.[2]

The culturally different populations of the northern city usually represent, to a large extent, families of recent migrants from impoverished rural areas who moved to a city in the eager expectation of finding better work and better living conditions. Instead, they have usually found conditions in the city cores worse than the areas from which which they migrated. They have difficulty finding work because they lack the educational background and vocational skills needed to compete for the technological positions usually predominant in large urban areas. Because of their minority status, they usually find housing only in the crowded slums and "run-down" neighborhoods in the big cores. They barely survive an environment characterized by poor sanitation and nutrition. They live amongst others who suffer equally from high rates of unemployment and excessive dependence upon relief. And, what is perhaps cruelest of all, they raise large families in the same environment to develop the same values and

---

1. Gordon, Edmund W. and Wilkerson, Doxey A., Compensatory Education for the Disadvantaged, New York: College Entrance Examination Board, 1966, p. 1-2.

2. Webster, Staten W., Educating the Disadvantaged Learner, San Francisco: Chandler Publishing Co., 1945, ix.

attitudes of frustration and hatred or defeatism and apathy.[3]

The problem is to break the cycle of tragic circumstances which makes of defeated girls and boys, defeated fathers and mothers of defeated children. For this the nation has looked to the schools to provide the experiences which will (1) socialize these minority groups so that they will be able to adjust to the mainstream of American society and (2) develop an important means for achieving self-respect: the ability to be economically independent.

Breaking this stagnating cycle of ignorance, poverty, and apathy amongst our culturally different populations is likely to be the greatest challenge of our educational system in our lifetime. The job will require new ways of teaching, new materials of instruction, new curriculums, and of critical importance, a new breed of teachers.

> Teaching in slum schools is hard work. Children who have learned to distrust adults, to expect failure in school, and to settle most problems with their fists are not easy to handle. Many schools are old and crowded; classes are often large; supplies and materials are inadequate or inappropriate. Some staff members are openly waiting for transfers or are past caring for anything but their monthly paycheck. For the conscientious and competent educator, the undiscriminating community dissatisfaction with the inadequacies of the segregated urban school can be frustrating and disheartening. Little support and less recognition is the lot of the typical teacher in such a school.[4]

Teaching the culturally different is difficult because these youth bring to school a variety of cultures, values, attitudes, and behavior patterns which are different from those upon which the school has based its curriculum, teaching strategies, and administrative organization. The problem is further aggravated by the fact that most teachers, even Negro teachers, come from middle-class backgrounds which did not provide them with the value systems and experiences necessary to understand and communicate with culturally different youth.[5]

---

3. Crow, Lester; Murray, Walter I.; Smythe, Hugh H., Educating the Culturally Disadvantaged Child, New York: David McKay Co., 1966 Chapter 1.

4. McGeoch, Dorothy M., Learning to Teach in Urban Schools, New York: Teachers College, Columbia University, 1965, p. 1.

5. Gordon and Wilkerson, loc. cit.

Thus, as one would expect, a critical and persistent problem of inner-city schools in large cities has been securing competent teachers to teach school populations comprised principally of culturally different youth. To illustrate, turnover rates of teachers in the schools of one northern Negro slum, exceed those of the city school system as a whole. In addition, many positions in this school district are staffed by personnel who lack the state certification requirements or who are otherwise unqualified for a regular teaching position in the school district. Of more than 10,000 teachers in this city system, more than 1,000 are described as "permanent substitutes." About 60 percent of these substitutes work in the inner-city schools. In the area of business education alone there was in excess of 30 positions which were staffed by personnel who lacked appropriate credentials in 1966. Even of the regular, certified teachers, not all are happy with being placed in an inner-city school. There are those teachers who "put up" with teaching in an inner-city school only so long as they have hope of transfer to a "better" school within a few years.

Need for the Institute

The charge that most teachers prepared in teacher training programs today do not appear to succeed in teaching culturally different students in inner-city schools has become a cliché. The problem of teachers unable, unwilling, or untrained to cope with the learning difficulties of culturally different high school students has been amply evidenced in our major city school systems through teacher transfer rates, the number and percentage of "permanent substitutes," and the terribly poor performance of inner-city students on national achievement tests.

Although there is evidence that colleges of education are beginning to make efforts toward changing their preservice programs to prepare teachers for culturally different populations, there is little evidence that departments of business teacher education are effecting change in their patterns of teacher preparation. Despite the vastness and severity of the problems of educating culturally different youth and despite the lack of preparation new teachers placed in inner-city schools display for these special problems, the curriculums of business teacher education institutions appear to remain as solid, unchanged, subject-matter oriented, and traditional as ever. From an examination of business education literature, it seems apparent that business teacher educators are concerned about the problem, anxious to change their programs, but are not certain how to proceed.

Current models for preparing teachers in urban schools do not appear to have been utilized by business teacher education departments to revise or change their programs. However, the models for the preparation of teachers for culturally different youth which are available are typically college-wide models, which may appear overwhelmingly complex to a single department, or models for such general academic areas as social studies and English, which may not seem relevant to business education. Thus, there appeared to be a real need to provide ideas and materials specifically prepared for business teacher education programs which were modest enough in size and complexity to be attempted by a single department, or even a single teacher.

Therefore, it appeared that a useful means to encourage change in preservice business teacher education programs to prepare teachers of culturally different youth was to provide teaching units which could be implemented by even a small department rather than an entire college of education, which could be implemented swiftly rather than grandiose three, four, and five year schemes involving a complex of agencies and specialists to execute, and which were specifically prepared for preservice business teacher education rather than general academic areas. It was felt that setting more reasonable, relevant and short-term goals would provide the stimulus for many business teacher education departments to initiate change, or simply , "to get the ball rolling."

Objectives of the Institute

The Institute was designed to permit participants associated with the business teacher education departments at urban universities and state colleges to:

1. Increase their knowledge and understanding of culturally different youth and the community in which these youth live.
2. Increase their knowledge and understanding of the programs and strategies currently being employed to teach culturally different youth.
3. Initiate change in their preservice business teacher education programs through developing and implementing teaching units and learning activities designed to prepare business teachers to teach culturally different students.
4. Develop teaching units which could be disseminated to departments of business education and state directors and supervisors of vocational education throughout the United States in order to stimulate, encourage, and provide models for change for others.

School Population Focused Upon

Because the culturally different populations served by the teachers prepared at the participating business teacher education departments were predominantly Negro, this minority group became the focus of the Institute. The term, culturally different, was largely interpreted to mean poor, black students attending schools in the slums of large cities.

Despite this fact, it should be quickly recognized as one reads the units that they are applicable to many other student groups which are different from the dominant white, middle-class culture in American society. The need for many white, middle-class teacher candidates to understand the different cultures of Puerto Rican, Appalachian, or Cuban populations and to empathize with others of very different backgrounds, values, and languages, is just as critical as it seemed for the participants to help their teacher candidates become knowledgeable about urban Negro populations. Thus, while the emphasis of this Institute was placed on urban Negro students, the application of the Institute's products should be broad in scope.

The term "culturally different," in the opinion of the Institute staff, is not an entirely satisfactory one. The term was chosen as the least offensive from a number of other popular euphemisms for students who are difficult to teach with conventional curricula and methodology. The term is used in this report with the admonition to add silently, "from the white, middle-class majority." Suggesting that the focal population was different from middle-class white America seemed less obnoxious than identifying them as culturally deprived, disadvantaged, low-class, members of a subculture, or in some other subtle or not-so-subtle manner, identifying the population as inferior.

Selection of Participants

The usual selection of participants for an institute or workshop is based on the assumption that to "spread the word," the participants should represent institutions from many, if not all, of the fifty states. Therefore, selection of participants is often of a multiregional nature, insuring that persons from institutions widely scattered throughout the United States are chosen. However, to initiate change in long-standing practices, such as exist in business teacher education programs, a participant at any institution needs administrative support from within his department and support from the city school systems which the department serves. To increase the probability that the participants would stimulate change in their preservice business teacher education programs when they returned to their colleges and that the plans would undergo preliminary testing for feasibility, vertical selection rather than horizontal selection of the participants was employed. That is, participants associated with four institutions rather than a number of widely-scattered colleges were chosen. The desired effect was to produce a chorus of teacher educators who might create an impact rather than a number of soloists who would lack the department, college and school system support necessary to implement change.

Each group of participants representing an institution contained at least one administrative staff member and at least one instructional staff member. In addition, participants representing high school supervisory and instructional personnel participated in a consultative capacity for the development of the units.

The Participants

Nine college and four high school system personnel from Philadelphia and New Jersey were participants. Because of the nature of their positions, the participants will have an opportunity to influence many business teachers, and it is expected that the Institute program should produce a considerable "ripple effect."

The participants were:

PHILADELPHIA

Temple University

Dr. Adele Schrag, Chairman, Business Education Department
Dr. Oleen Henson, Business Education Department
Miss Marion Coleman, Supervisor of Student Teachers, Business Education Department

Drexel Institute of Technology

Dr. G. Elizabeth Ripka, Chairman, Business Education Department
Miss Dorothy Hons, Supervisor of Student Teachers, Business Education Department

Division of Vocational Education, Philadelphia School System

Mrs. Marion Warner, Supervisor of Business Education
Mr. Samuel Kaplan, Supervisor of Business Education
Mr. Herbert A. Levin, Supervisor of Business Education

NEW JERSEY

Montclair State College

Dr. M. Herbert Freeman, Chairman, Business Education Department
Dr. Louis Nanassy, Business Education Department

Rider College

Dr. Peter Yayck, Chairman, Business Education Department
Mr. Edward Brower, Supervisor of Student Teachers, Business Education Department

East Orange High School

Mr. Stephen Freedman, Business Education Department

Institute Program

To achieve the objectives of the Institute, a number of experiences were planned for the participants. These experiences included field visitations, lectures, demonstrations, films, specialized library materials, and planning activities. The over-all structure of the Institute consisted of morning field experiences or lectures followed by afternoon discussions and the development of the teaching units.

Field Visitations - Great emphasis was placed on getting the participants out into the community so that they would be able to observe first-hand the conditions of living, the conditons of learning, and the wealth and diversity of agencies and community organizations which serve culturally different groups. Two types of visitations were made: large group visitations and small group visitations.

The large group visitations included all of the participants. The large group visitations were made to the offices of the Congress of Racial Equality in North Philadelphia (see the speech by Mr. William Mathis, Chapter II), to Citizens for Progress in West Philadelphia (see the speech by Novella Williams, Chapter II), to West Philadelphia High School (see panel discussion, Chapter II), and to the streets surrounding two public schools in North Philadelphia, (see the mapping project activity guide sheet, Appendix A).

A number of visitations were made to Philadelphia agencies and community groups by participants in small groups of from two to three persons each. These small group experiences were divided into visits to agencies which provided educational services and visits to agencies which provided social and community services to culturally different youth. The agencies and community groups visited included:

Field Experiences in An Educational Setting:

- Opportunities Industrialization Centers
- Manpower Development and Training Centers
- Simon Gratz High School
- Benjamin Franklin High School
- West Philadelphia High School

Field Experiences in a Social Setting:

- Area Wide Council
- Black Coalition
- Church of the Advocate
- Commission on Human Relations
- 59th Street Baptist Church
- Magistrate's Court
- National Association for the Advancement of Colored People

North City Congress
Philadelphia Antipoverty Action Committee
Philadelphia Employment Development Corporation
Urban League
The Young Great Society
Zion Baptist Church

An activity guide sheet was prepared for each visitation to focus the attention of the participants on the important points and concepts. Two activity guide sheets are included in Appendix A as examples. Each visitation was followed by discussions with one or two resource persons knowledgeable about the community and agencies visited.

Lectures-Demonstrations - In addition to the addresses given and the discussions held in the community, some lectures and demonstrations occurred on the Temple University campus to provide the participants with background information for visitations and unit development. Most of the lectures and demonstrations have been presented in Chapter II.

Films - Several excellent films depicting problems of urban life and urban schools were shown. All of the films were secured from National Education Television Film Service. The descriptions of and specifications for the films are presented in Appendix B.

Library Resources

A specialized library was developed for the participants with the cooperation of Mrs. Rebecca Guth, Director of the Instructional Materials Center at Temple University. The library materials included texts, pamphlets, and other reading materials on culturally different youth and the complete ERIC file on disadvantaged youth.

Planning Sessions

Each day, time was set aside for individuals and groups to plan and develop teaching units for their preservice business teacher education program. Because of the high interest of the participants, however, many deferred the planning of the units to the evening and used the planning time to discuss facets of the morning field experiences.

Evaluation and Follow-Up

An Institute Evaluation Form was developed in the form of a written questionnaire and administered to the participants at the end of the Institute program. (See Appendix C.)

In addition to completing the Institute Evaluation Form, each of the colleges represented in the Institute will be visited during February and June, 1969.

During these visits, the college-based participants will be interviewed to determine:

1. Which of the activities have actually been implemented.
2. Reasons why some of the activities were not implemented.
3. Difficulties and problems in implementing activities.
4. Recommendations for alternative and additional activities which had not been included in the original plan.
5. The opinions of participants as to the effectiveness of the implemented activities in terms of preparing business teachers for culturally different youth.
6. The opinions of the participants as to observed student behavior and attitude in response to the changes implemented.

CHAPTER II

INSTITUTE SPEAKERS

The speakers and panel members chosen for the Institute were either members of the black community, such as black militants, black high school teachers, black office workers, and black educators, or others who had considerable experience working in the black community, such as Teacher Corps and Upward Bound project personnel, sociologists and social workers, and educators involved in special programs for culturally different persons.

Abstracts of nearly all of the lectures, panel sessions, and discussions are presented in this section of the report. In most instances, the abstracts were developed from the notes of the participants. However, the abstracts of the speeches by Dr. Charlotte Epstein and Mrs. Zelda Samoff were prepared by the speakers themselves especially for this report. The abstract of Mrs. Novella Williams' speech, containing many verbatim statements, was examined by Mrs. Williams and included in this report with her approval.

It should be noted that the views of the speakers, as reported in this chapter, may not necessarily represent the views of Temple University.

NEGRO SUBCULTURE AND FAMILY ORGANIZATION

Mrs. Zelda Samoff
Director, Social Welfare Program
Temple University

To deal with such a complex subject in a short presentation requires more courage and wisdom than I possess. To do so as a white person at a time when the gap between black and white worlds is wider than ever before, yet paradoxically when there is for the first time hope that real communication can occur between these two worlds, almost seems like folly. But it is possible to discuss some aspects of the subject, and useful to examine some of the facts and recent findings.

The first difficult task is to stop thinking in stereotypes. When one asks a white middle class group, be they students, academicians, or professionals, to free associate with the word slum, the initial response is always in genteel language: ghetto; poor people; hunger; crowds; crime; filth; hopelessness, and deprivation. It is only after hard prodding that more honest language emerges: laziness; apathy; perverts; prostitution; knives; guns; rats and roaches. And finally one gets to: black; junkies; winos; pimps and pushers. How easy it is to paint a simplistic picture of the infinite variety of life styles in any subculture! This pattern of thinking is perilous, for it points to solutions which are personal, requiring individuals to adjust to existing evils in society, and punitive, arousing the clamor for stricter laws, more prisons, and stiffer sentences.

Despite all the miseries of the ghetto slum, there are families who find the strength to fight the conditions and escape them; there are individuals who grow up to be decent and contributing human beings; there are talents and gifts uncovered. We need to know that there are whole families and broken families, and some in each group are upwardly mobile and others seem lazy and apathetic. But the bond which unites them is that they are poor, and in that respect they are more like all poor people, rather than like all Puerto Ricans or all black people.

Lazy, apathetic -- how many times are these words used to describe the black family in the ghetto. No one disputes the fact that energy is created by a proper diet, including protein. No one disputes the fact that meat is more costly than potatoes, bread or rice. Yet we are slow to use that knowledge in tackling the problem of apathy. Welfare families in November, 1967, receiving Aid to Families of Dependent Children payments, averaged, throughout the nation, $160.15 per family per month, and $39.15 per individual per month. The average, of course, paints a very rosy picture for some. Mississippi families, averaged

$34.95 per month, and $8.35 per month per recipient.[1] Anyone who witnessed the TV program, Hunger in America, saw the horror of poverty, and of starvation. It is not quite as easy to depict the slow deterioration of the human being, physically and spiritually, who each day eats less than decent existence requires. It is even more difficult to remember that half of our poor are children under 18, born in a situation not of their own choosing, never having a chance to achieve the sense of human dignity we Americans prate about so glibly.

> "All told, even in 1966, after a continued run of prosperity and steadily rising family income, (emphasis mine), one-fourth of the nation's children were in families living in poverty or hovering just above the poverty line ...... The nonwhite population generally fared less well than the white during the 1956-66 upswing .... nonwhites made up about one-third of the nation's poor in 1966, compared with just over one-fourth in 1959 ......"[2]

"Why don't 'these people' use the pill to decrease family size?" Ironic, isn't it, that until recently in many places, and even today in others, family planning has been and is a luxury available only to those with money. There are many explanations given for this, ranging from charges by some black leaders that this is a plot to limit the black population to the religious opposition of the Roman Catholic Church. Fortunately the Maternal and Infant Care Program, and others like it, are beginning to provide prenatal and postnatal care, and to make available family planning information. Until and unless we make both information and birth control devices freely accessible, we deny once again to all poor, black and white, the freedom of choice which builds human dignity; the freedom of choice which is open to all other segments of society.

I turn now to Herzog's excellent pamphlet, About the Poor,[3] for a quick look at the mythology we have built about the poor, about black people and their subculture. Herzog lists seven "culture-of-poverty" themes for which there is some evidence but which are increasingly being criticized:

1. "The poor do not accept the values of the middle class, but live by a set of their own."

---

[1] "Program and Operating Statistics," Welfare in Review, March-April, 1968, Table 6, p. 49, U.S. Dept. of Health, Education and Welfare, Washington, D.C.

[2] Orshansky, Mollie: "Who Was Poor in 1966?" Research and Statistics, Note No. 23, Washington, D.C.: Social Security Administration, December 6, 1967.

[3] Herzog, Elizabeth, About the Poor - Some Facts and Some Fictions, Children's Bureau #451 - 1967, Dept. of Health, Education and Welfare, Washington, D.C.

We have already examined the range of values in any subculture or class; we only stress here that among the poor as well as among the middle class, there are many sets of values.

2. "The poor are impulsive, living for the moment, incapable of deferred gratification and of planfulness."[4]

Thinking in such broad generalizations must go. One has to squirm as one thinks about the large numbers of middle class people buying homes, cars, vacations, appliances, and entertainment on credit, unable to defer gratification! One squirms equally hard, pondering the number of white, black and Puerto Rican families who deny immediate gratification to send their children to technical schools, colleges, and universities, who struggle to pay insurance fees, who save money to move out of the ghetto.

3. "Among the poor, especially the Negro poor, illegitimacy carries no stigma." (Corollary I to this runs: Black families continue to have more illegitimate children; Corollary II says: women on relief have illegitimate children to get more welfare.)

Herzog points out that the axioms of the poor about marriage reflect the convergence of white and nonwhite patterns. The axioms state simply that a good marriage is far better than no marriage, that a bad marriage is far worse than no marriage, and that while having an illegitimate child is unfortunate, this does not necessarily hurt the chances for a good marriage.

Corollary I: The number of illegitimate births is increasing at the same time that the number of women of child-bearing age increases. But the figures reveal more when we look at the rate of illegitimacy. From 1958 to 1965, the percentage of illegitimate births per thousand did not go up or down in significant numbers; there has been an eight year plateau, with a range of two points up or down.

One half of the children who are illegitimate are nonwhite, and nonwhites represent only 12% of the population. The reasons include less use of contraception and abortion, difference in reporting, reluctance to lose a welfare grant by admitting there is a man in the house, and the costs of divorce and legal separation. An important factor, never to be lost sight of, is the higher rate of unemployment for nonwhites in the big city, and the larger number of poor. Some values are clearly expressed in our society, when a marriage license costs $3.00, an uncontested divorce costs $600, and child adoption can cost $1000 or more.

---

[4] See Attachment 1 for quotation from Coles, Robert: "There's Sinew in the Negro Family." Background paper for White House Conference, "To Fulfill These Rights." Washington, D.C. November, 1965. Reprinted from the Washington Post, October 10, 1965, p. E 1.

Corollary II: The average increase in welfare grants for a third child is 70¢ a day. To continue to insist that women on welfare have more children to get rich on welfare would be ludicrous, if the impact of such mythology were not tragic.

4. "The low-income Negro family is in disarray, and is rapidly deteriorating."

5. "The broken family, so frequent among the poor, is by definition a sick family."

That any family, whole or broken, can remain healthy in ghetto conditions is remarkable, yet many do just that. Mothers in every social class are raising children without a father, and in every class some do it well and some don't. It is easy to generalize, difficult to individualize or personalize human beings.

6. "The Negro woman is dominant, economically and psychologically."

7. "The family and sex patterns of the Negro poor are a direct reflection of the slavery heritage."

Herzog reports that from 1959 to 1965, there was almost no net rise in the proportion of female-headed Negro families, the rate standing at about 24% in both years. She finds that family structure differs more between different income levels than between Negro and whites, and that it is less fruitful to analyze by color than by income.

To sum up Herzog's report, the "Negro family" is a fiction. Two-thirds of Negro fathers among the poor are present; many mothers show impressive strength. The Montgomery Bus Boycott, the March on Washington and the Poor Peoples' March reflected strong masculine and feminine leadership, in a variety of styles and in the expression of diverse values.

We have been saying that it is difficult and not always profitable to understand subcultures in the slum through major emphasis on the Negro family problem. Yet we can find some commonalities among the poor which affect all but have special ramifications for the nonwhite population. Dumont[5] offers a useful framework in his examination of the deficits of the city. He highlights four major unmet needs in the black urban ghetto. Anyone familiar with Maslow's hierarchy of needs[6] (see Attachment 2) will quickly see the connection between the needs of individuals for healthy growth, and similar needs of groups or subgroups in our culture. One may postulate a ratio here: the more the fundamental needs of our youth are met, both in the schools and in the community, the freer the students will be to master necessary basic skills in the 3 R's and vocational or professional knowledge.

---

[5] Dumont, Mathew, "The Role of a Natural Resources Agency in an Urbanizing Society," speech presented at the 1967 Conference on Personnel Management of the Department of the Interior, Albuquerque, New Mexico, October 19, 1967. To be explicated in greater detail in forthcoming book, The Absurd Healer: Perspectives of a Community Psychiatrist: Science House.

[6] Maslow, Abraham, Motivation and Personality, N.Y.: Harper & Row, 1954.

1. Stimulation - Every infant must have repeated and varied sensory stimulation from the moment of birth. If this does not occur, mental retardation sets in, and once it reaches a certain stage, the retardation is irrevocable. Our Head Start programs begin at age 3, and we already know that for many children this is too late. Studies have shown that if an adult is deprived of all sensory stimulation for twelve hours, he develops psychotic behavior. This is visible and dramatic. But the slow erosion of insufficient stimulation is not easily perceived, and is frequently labeled laziness or apathy. Earlier we spoke of the appearance of apathy which derives from poor or insufficient nutrition. Now we add to this the deficit of sensory stimulation which occurs in the urban slum. We compound the crime with the existence of racial prejudice, so that the black family and the black community suffer all three evils simultaneously.

2. Self-Esteem - When any group in this country has no opportunity, through political, economic, social or welfare institutions to express its will, to affect its community or to get its share of the resources and power, that group is in bondage. When any society does not enable a minority group equal access and equal opportunity through its normal channels, that group, in its struggle for survival, must create new routes, which generally are not pleasing to the established order. The man, struggling for his sense of worth, who is constantly subjected to being called "Boy", must either die or fight for his identity. The black man was left no recourse but to react by talking about honkies or whitey, and to expect him to do this with love is absurd. If one has no sense of belonging, he cannot like himself or his brothers. It is only when he can say, "I like me" that he can like others, and share his life with them.

Poor people cannot demand good service if they are either barely tolerated by the rest of society, or actively hated. The person with money can buy good medical care, can buy timesaving appointments, or can complain to administrative officials. The poor sit and wait and suffer in silence. In this respect no money means no rights. No money means being treated with indifference or contempt.

Some whites are now feeling guilty. The white man, says Dumont, is now saying, "we've done terrible things to you, and we want to undo this." And the black man, testing a new inner strength, says, "Forget it, baby. You just want to feel good. Well, I want to feel good, too, and I'll do my thing, not yours."

3. Sense of Community - Part of the way to develop self-esteem is to be proud of our community. The spirit expressed by the old school tie, or Alma Mater, or my country right or wrong, enables individuals and groups to develop a positive sense of self, or self-worth. What is there in the slum, and even more in the black ghetto, which encourages this? Again, we stress that when society doesn't provide healthy means to satisfy this need, man will create uglier channels - "kill whitey," for example.

4. Environmental mastery - the baby who gets picked up when he smiles, or gets fed or comforted when he cries has exerted some pressure on his environment, and has gotten a positive response which can develop into a sense of having some control of his life. The baby who is ignored becomes invisible or anti-social. When a group feels it cannot influence, persuade or control its political representatives, it can either submit or fight violently. When a group cannot get its share of jobs, education, and housing, it can either suffer or become violent. A white society which does not enable a group to achieve equality of opportunity or yield any of its power is stupid if it cannot see that the most likely response to this behavior is violence.

Black people are now at the threshhold. They are expressing their needs militantly. Because of the terrible slowness of white response, they are saying, "If you don't give us power, we'll take it." Black leadership knows that the sense of self must be developed. "Black is beautiful" and black power are expressions of self esteem which will develop pride and dignity, build a sense of community, and enable black people to perceive for themselves that they can change their destiny. If whites can get hold of the positive aspects of black power, the threatening and negative ones will not be so ominous.

All of this discussion is the long way around in looking at curriculum development, teacher training, and school administration. We have assumed that one has to identify the needs of students, understand the worlds they live in, and care enough to remedy some of the urban deficits before we can explore appropriate educational experiences. Our practice has been to do the opposite. From the students' perception we have filled the school day with irrelevant content describing an alien world in an incomprehensible language. We put a unit on life insurance in a seventh grade class and expect youngsters who have no sense of worth, and are not sure whether there will be anything to eat at dinner or anyone to care about whether he eats or not, to get turned on by the values of taking out a life insurance policy. He can understand the concept of shared risk, of private enterprise or cooperative effort when and if he can experience it in his world. Teach him how to set up an insurance plan for his own textbook, so that he won't have to be excluded from classes until his mother finds enough money to pay for the one he lost. That is relevant to him. And, he'll surprise the teacher, if the teacher takes the time to teach him the math fundamentals he needs to do this job in a way he can understand, by learning the arithmetic that he hadn't learned in six years of school attendance.

Teachers and administrators have to learn the language of the students' world. When we can use the appropriate slang in a private conversation, we have let him know first that his world is important to us; second, he is so important to us that we took the trouble to learn it; third, that we value his language rather than scorn or forbid it. We have made him somebody in the alien school world, and he may just learn how to function better in several worlds. Self-esteem, positive sense of community and mastery of environment - all are encouraged in a simple act.

Let us stop hitting Johnny with all his failures, his academic deficiencies, and his inability to behave properly. To survive in his world is a terrible task. Let us find out how he finds the strength to do it, and use that as the base of our curriculum development and teaching method. Let us use what he already knows to open the larger world for him. His knowledge of gangs, of why youngsters join them, of what they get in return provide an excellent base for the notion of a totalitarian state and, at the same time, provide him with a beginning theoretical base to widen his understanding of group life in the gang. He will learn to read better if you teach him reading through his driver's manual because he wants to drive a car, or through reading a menu because he's embarrassed when he takes a girl out. Is it not possible to devise typing exercises which include information on Africa, on black history, as well as dull commercial materials? We live in an absurd world, so let's get some humor into our teaching materials. In technical skill subjects such as bookkeeping or filing, company names can reflect the absurdity with no harm done.

Let us begin to identify with Johnny's parents and understand their stake in his school life. Why do we call parents to school primarily to tell them how awful Johnny is, and by implication, what a rotten job they have done. A woman who sees her role as mother as her most important life task cannot help her child by constant reminders that she's failed miserably. We need to approach her with the recognition of the difficult task she has; we need to show her that we are there to help her by helping Johnny, and perhaps together we can find some success. We have to get mother and father to appreciate the strengths Johnny has, to understand how the school is trying to broaden his horizons, and to solicit from her what is important to her and to Johnny. It is amazing how much better able we are to help Johnny learn not to wear his hat in school when we know that he does not keep his hat on to flaunt authority, but because the men in his community always wear hats or caps in the house. We might even question the importance of the school rule, and think about whether we might change the rule instead of Johnny's habit. If he learns better with a cap on, and the teacher has more time to teach instead of enforcing an unimportant rule or criticizing indirectly the practices in his home, why not? All of this is by way of saying that we, teachers and administrators, can enlarge our own horizons by understanding Johnny's world.

Finally, let us throw away the Procrustean bed we have created through grade level expectations. Let us take Johnny from where he is, help him reinforce what he already knows, and reorder what he already knows so that he encompasses new knowledge and skills relevant to the world he is functioning in at any given moment in time. We preach that we value differences. Let us practice it in our schools.

ATTACHMENT 1

Coles, Robert: "There's Sinew in the Negro Family." Background paper for White House Conference "To Fulfill These Rights." Washington, D.C., November 1965. Reprinted from the Washington Post, October 10, 1965, p. E 1.

They say we're lazy and we don't pay much attention to the law, and sure enough I have two boys to prove it and one to disprove it, it's two to one against us in this family. But I'd like to tell people why I think my two boys went bad.

I preached and hollered at all three the same. Those older boys were good boys just like the little one, and I remember when they wanted to study and be somebody, just like him. But they never had a chance. They were born too soon . . .

They went to school until it didn't make any sense to stay there, because we had no money and they thought they should try to get jobs. So they left school and tried. They tried and tried and there wasn't anything for them.

I wonder, do people who never have to worry about work know what happens to you when you keep on knocking your head on a stone wall and and there's still no work? I'll tell you what, your head bleeds, and you get tired; you get so tired that you give up. Then you have all those hours and whatever you can figure out to do with them . . .

. . . Now, it's all right if you're an older woman like me and you have children; you keep busy with them. But if you're a man, you don't have kids to occupy you. So what can you do? I'll tell you what happens, you just fold up and die.

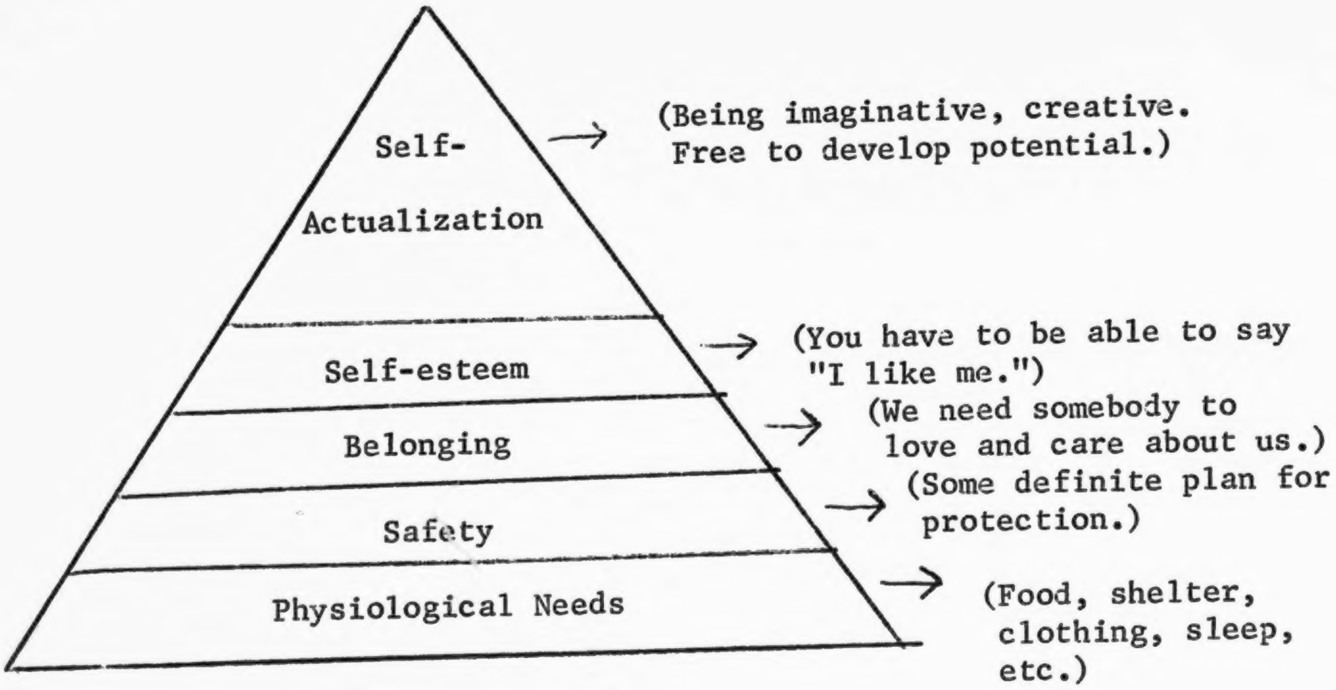
That's what drugs and liquor mean. They mean you've died. I mean you've hung up on the world, because you keep on calling and there just ain't no answer on the other end of the line.

I watched my boys go bad like milk you know is standing too long; there's no use for it, so it get sour ... Now, at least one is going to be O.K. And I'll tell you, it's because he was born at the right time. I know it in my bones that he would have turned out just like the others except for what's happening now, with the integration and all that. He got chosen to go to a white school because he was a quiet boy, and it gave him a real chance, and now he's got that scholarship to college.

We all know he's going to be fine. And you know what he says to his brothers? He says he's glad it happened to him, but he feels bad because people think he's so special; but the truth is he was given a chance and his brothers weren't, so he feels dishonest sometimes. But I tell him, it's not you who are dishonest, son, it's the world, and they are finally coming around to know it, so we should all thank God for that.

ATTACHMENT 2

MASLOW'S HIERARCHY OF NEEDS


Self-
Actualization
(Being imaginative, creative.
Free to develop potential.)
Self-esteem
(You have to be able to say
"I like me.")
Belonging
(We need somebody to
love and care about us.)
Safety
(Some definite plan for
protection.)
Physiological Needs
(Food, shelter,
clothing, sleep,
etc.)

If any of these needs are not met, we develop blindness which prevents us from going on.

Maslow, Abraham, Motivation and Personality, New York: Harper and Row, 1954.

HUMAN RELATIONS AND THE EDUCATION OF TEACHERS

Dr. Charlotte Epstein
Associate Professor of Curriculum and Instruction
Temple University

Probably the most pressing need for change in teaching lies in the area of relevancy. From kindergarten through graduate school, the subjects we teach have become so institutionalized that merely to raise the question of their relevancy is to polarize a school, a school system, or a community.

Relevance in Teaching

Teachers of business subjects have a unique advantage over other teachers in their attempts to make their subjects relevant to the students. There is an easily perceived relationship between learning how to type and earning a living by typing. (It is not so easy to demonstrate to youngsters the importance of learning trigonometry to prepare for a career as a physician.)

Despite the easily demonstrable relevance of business subjects to real life, it is very easy for students - especially black students - to write off as useless the learning of these subjects. Their very relevance to a person's need to earn a living raises in the Negro youngster's mind some valid doubts about the subjects' relevance to his need to make a living.

The Prevalence of Prejudice

Let us for a moment put aside the prevalent myths of our culture: that we have equal opportunity, that anyone can "make it" if he really tries, that any public school offers a good education if the student really wants it. It is interesting to note how these myths persist, despite an enormous body of evidence to the contrary.

It is a fact that white owners of businesses, office managers, and others entrusted with hiring and firing often feel afraid, hostile, and angry toward Negroes. At the very least, the most widespread feeling is probably one of avoidance, demonstrated by the often-heard sentiment, "I've got nothing against them -- I just don't want to live near them"... "or work with them"... "or socialize with them"..."

In addition to the feelings white Americans have, there are also the mistaken beliefs they often have about minority people. It is not so long ago that it was pretty widely held among white factory owners that black people could not learn to run machines. It took a world war and the need for all available manpower to make it clear to most people that the belief was just not true. But, there are still whites who are sure that blacks are lazy, unreliable and inept. (How much more comfortable it is to refuse a man a job because he is lazy than because he is black! Of course, the fact that the person hiring does not know the applicant, has never met him, and has never seen him work is skillfully ignored.)

Black youngsters have had experience, one way or another, with these white feelings and beliefs. They have heard the adults in their lives tell of their contacts with whites, they have had experiences with white teachers, white policemen, white storekeepers. They read newspapers and watch television. They know what whites think about Negroes. And when we teachers exhort them to get an education so they can get good jobs, they must inevitably hear the exhortation with some skepticism.

The Persistence of Discrimination

But it is not only feelings and beliefs that Negro children know about. They know what white businessmen do. How long has it been since the first Negro teller was hired in a local bank? Now, have the loan policies of that bank changed in the same way in the past 5 years, or is it still much more difficult for a Negro to get a loan than for a white? This is not quite so easy to determine.

It is quite true that it is easier for Negro youngsters to get jobs in businesses today than it was ten and twenty years ago. The laws against employment discrimination have undoubtedly been influential. Probably, too, the area of affiliation between whites and blacks has widened somewhat, so that black people have access to more aspects of American life than they once had.

However, as we make progress in some ways, we create obstacles to progress in other ways, so it is sometimes difficult to assess our condition accurately. For example, as whites leave the cities for the suburbs, businesses too are more and more located in outlying areas -- in industrial parks and other ex-urban locations. People who remain in the inner city -- and these are increasingly the black people -- cannot afford to pay daily transportation to jobs located far outside the city. In some cities, there is not even public transportation available for them! Is it any wonder, then, that the beautiful relevancy of learning bookkeeping is not always so apparent to the Negro younster?

Community Involvement

A vital facet of teaching then, inevitably, becomes involvement in the community. How else is the teacher to become aware of all these ideas, feelings and events that bombard the child? The one-dimensional figure that sits in his assigned classroom seat and answers an occasional question is a virtually unknown quantity to the teacher in front of the room. How can this teacher even begin to make his teaching relevant to the child, when he doesn't know that child!

The teacher who strolls through the streets of the school after school hours and perhaps sits on a front stoop chatting with a parent while the children play learns that Johnny, who doesn't speak in class, never stops speaking after school. This teacher does not fall into the book-made trap of saying that Johnny's silence in school is merely an indication of lower-class inarticulateness. The middle class teacher who learns to see lower-class parents as real people, learns too that they can very clearly articulate their hopes and fears, their frustrations and satisfactions to people who are willing to do the same to them.

The often-heard glib assertion that Negro parents have no educational ambitions for their children is easily refuted by the teacher who struggles side by side with Negro parents in a neighborhood organization working to improve education. It is in this kind of involvement that the teacher can abandon the idea that she must go into the community to bring _her_ learning, _her_ culture, _her_ values to the "disadvantaged." She learns very quickly that the people in the community have much to teach _her_. Above all, they can teach her what is important to the youngsters in her class, so that she can teach them in terms of _their_ values and _their_ relevancies. This is the kind of cooperation from the home that teachers need, so that they will stop blaming the children's failures to learn on a lack of caring by the parents.

Things are happening outside the school--especially outside the ghetto school--and if the teacher is not, in some way, a part of these happenings, he will be doomed to speak a foreign language to his students.

If only middle class teachers could learn something of the nature of the struggle to survive in the ghetto, they might cease their (implicit or overt) condemnation of the poor, and especially the poor Negroes. They might, instead, begin to admire the amazing strength that keeps people sane and caring in an insanely uncaring world! And a clear manifestation of that sanity is a justifiable hostility to the school system and the white society it represents.

Instead of forever assuming the defensive position at every critical comment from black people, teachers ought to confront the issues honestly and establish with the critics a communication designed to lead to necessary changes in teaching.

If black children express hostility to whites, this is the relevancy. The teacher who admonishes them that we must all love one another is avoiding relevancy for slogans. Her job is, rather, to help the children examine the sources of their hostility and develop skills for coping with the social wrongs. Teach a youngster to type, certainly. But teach him also to protect himself from discriminatory practices in the hiring of typists.

Above all, the community--and, again, the black community particularly--is demanding a greater hand in educational decision-making. The people have lived through generations of education that was separate and unequal; they have lived through decades of mandates to integrate with almost no integration; and now they are determined that the "quality education" bruited about shall have the kind of quality they recognize as valuable for their children. To those school people who have not been involved in the community, the demands being made are perceived as threatening and unjustifed. After all, they are the educators! Who knows better than they do what the schools should do? The community answers them: "You educators have not been very successful in educating our children. And you have blamed us for your failures. Now we want to share the responsibility for our children's destinies."

The teacher who has been working side by side with these parents recognizes the validity of the demands and gladly--though it is sometimes painful--continues the collaboration.

The necessity for community involvement is not limited to the teacher in the ghetto school or the poverty community. The deprived children of outlying city and suburban areas also desperately need relevancy in their school experiences. White children range in their attitudes from the extreme hostility against a fear of blacks as seen in the blue collar neighborhoods, to the bland ignorance and glib verbal liberalism as found in upper middle class neighborhoods. Constructive involvement in such communities may not be at all easy for the teacher who must often deal with the kinds of prejudice and discrimination she has herself practiced all her life.

Dissipating Myths

In the black community, the teacher may have opportunity to shed the myths about black people that interfere with her effective teaching. Interns in the Teacher Corps at Temple University offer empirical evidence of the need to dissipate such myths and the ability to do so. One upper middle class student started her training by objecting to "all this talk about race" and affirming that she never thought about race. She was adamant in her belief that she treated all people alike and never even noticed differences in color. When she was assigned to community work, she was soon moved to admit that she was afraid of the people in the ghetto. It did not take her very long to see the connection between a teacher's fear of the children and their parents and the quality of her teaching.

This student's story ended happily. In two years of working in the school and in the community, she made real friends among the people and was accepted as an earnest and committed teacher of their children.

Probably the most destructive myth held by many teachers is that poor Negro children don't want to learn. This has become the major "reason" for their widespread failure to achieve adequately--and even to finish high school. One group of education students set out to test the accuracy of this belief by a rather simple community project. They decided to open a homework center near the school, where children could sit quietly and do their assignments and get help if they needed it. The students approached the teachers in the school for assistance in staffing the center, but they were assured that they could easily handle the six or seven children who were bound to show up.

The first day, three hundred youngsters came after school to do their homework in the center. Eventually some teachers--and parents--were recruited to staff it. It has been easy since then for the students to refute the idea that ghetto children are not interested in education.

In some schools in Philadelphia, children are not permitted to take their school books home because "these children don't take care of books." Aside from the educational justification for depriving children of books in the home when we maintain their handicap is that their parents provide no books in the home; aside, further, from the educational justification for taking their books away when we should be teaching them how to take care of books; aside from these, our students decided to find out if the children would like to have their own books at home if they were given the opportunity.

First, they made a survey of the neighborhoods in the ghetto and discovered that there was not one store where children--if they wanted books--could buy them. Then they talked to parents to get their views on the subject and found considerable interest in the whole subject of owning books. These two bits of data provided them with purpose. They solicited donations from local businessmen, fitted out a truck with shelves, and bought a supply of new--not used--children's books. Then, with the help of a group of parents, they set up a schedule for the "Bookmobile," publicizing the neighborhoods where it would stop for the sale of books at cost price.

At the first stop, some four hundred books were completely sold out, with children crowding into the truck with their pennies, often spending for books the money saved for candy and lunches. The Bookmobile continues, manned by interested parents, parents who have been labelled as "uncooperative" in matters of education!

In similar ways, education students have discovered that black children are fascinated with American history, if it is taught accurately, that is, if the lives of black Americans are fitted into the mosaic of the past where they belong. An intern teaching history in this way got not only rapt attention from the children, but also detected changes to a more positive self-concept in the children.

Education students have learned that poor parents, after working all day, will spend some evenings each week leading sewing, game, and discussion groups in a community center for teen-agers.

Education students have learned that ghetto children are as responsive to a "charm" course on good grooming, posture, and etiquette as are suburban children.

The point is that education students, given an opportunity to see poor people as real, vital, concerned and articulate, find themselves able to open educational doors in the classroom that they were sure were forever closed to poor children. Consider this evidence in the light of Conant's prescription for vocational education for ghetto children. Perhaps vocational education, as well as professional education, is for those who want it, no matter what social class they belong to.

Consider this evidence also in the light of what we have learned about achievement. A group of children selected at random are described to the teacher as children of very high achievement potential. At the end of eight months, they are achieving at a level higher than their classmates. Apparently it is the teacher's expectation of achievement that is the significant factor in their achievement. Given the prevalent views in our society--and teachers are products of the society--that poor children, that black children, that other minority children cannot achieve academically, it is not unreasonable to look very closely at the influence of the teachers on the vast numbers of low achievers, non-achievers and drop-outs among poor minority children. Conversely, the comparatively high level of achievement of middle class white youngsters may also be attributed in some significant measure to teacher expectations.

A Special Kind of Myth

There is one myth that continues to operate as a very effective deterrent to teacher involvement in the community. Student teachers and interns assigned to schools who begin to speak about going out into the community are quickly and forcefully informed by regular teachers that "the policy" of the school system precludes teacher involvement. "Involvement is the job of the counselor, the attendance officer, and now the school-community coordinator, but never the teacher. The teacher's job is within the school walls." This "policy" is often reiterated by the principal, who, when confronted, will reluctantly admit that it is not exactly a system-wide policy, but he would prefer the teacher to get her information about the community from him and the aforementioned school personnel.

The hard fact is that there is no policy about community involvement and in Philadelphia, at least, the emerging philosophy of the school system is to encourage communication and interaction between all school people and members of the community.

Even the statewide policy apparently encourages community participation of teachers. The State Guide to Intergroup Relations--presumably distributed to all teachers for their reference and use--presents a treatment of curriculum that requires the teacher to know more about the community than she can get from books, and to use the community as an educational resource.

A Newly Emerging Obstacle to Community Involvement

With the rapidly growing movement among minority peoples to achieve self-determination, outsiders coming into a community are sometimes viewed with suspicion and resisted with hostility. Whites, especially, trying to work with black community people, find that their traditional assumption of decision-making power is resented.

Student teachers seeking community involvement must get help in evaluating their attitudes and goals--help in tuning in to the contemporary mood of the community. Here, perhaps, the role of the teacher in some areas is only to learn what the people want to teach them. In other areas, the teacher's role may be to contribute--when asked--a bit of expertise, like teaching the new math to a group of interested adults. In still other areas, teachers may be welcomed in to community groups, to work and fight side by side with the local people for human and civil rights.

Above all, the teacher must recognize the need and desire of the community people to take on the leadership functions in their own organizations and assume the responsiblity for solving their own problems.

* * *

To sum up, then, some obstacles to knowing the community and teaching its children are:

1. Misconceptions held about the community
2. Hostility against poor people
3. Hostility against black people
4. Fear of poor black people
5. Lack of knowledge of the community
6. Lack of self-understanding that moves a person to assert his freedom from prejudice while he produces all kinds of "good reasons" for not studying in the community.
7. Resistance to outside interferences in community problems.

Some Techniques for Rising Above the Obstacles

Teachers can be prepared--indeed, must be prepared--to accept the community as part of the school and realize that knowing the community is an integral aspect of effective teaching. Reaching out into the community is not a thing to be laid aside until there is more time, not a thing to be sacrificed because one must be "teaching." How to help those preparing to be teachers to see that community involvement is not something extra and apart from teaching--that is the new challenge for colleges of education:

1) Essential to an approach to this challenge is to appoint to a faculty someone whose commitment is to develop such involvement. Sometimes such a person may have the academic qualifications traditionally demanded for faculty positions. More often, however, the academician has neither the knowledge nor the commitment necessary for such a position. The person to teach teachers must then be drawn from the community itself. Perhaps he will not have the college degree and the required number of credits in education, but he will have spent most of his life in the community, and spent the latter part of it working to solve community problems. He probably will never have been the executive of a settlement house or a human relations commission, but he will know all the small block and area groups struggling for some measure of power. He will know the shops, because he trades in them. And, he will know many of the people because he has lived with them.

2) Information and the sharing of experiences are also helpful in preparing teachers. Lectures on black history--or, more to the point, accurate American history--lectures on the sociology of groups, on the origins and manifestations of prejudice, all offer valuable raw material for reflection and introspection. Then the opportunity to meet people from the community, in their homes and in the university, to talk with them, to share points of view and life experiences, broadens the empirical background of the education student, adding to his fund of experiences on which he may draw when he must make judgments.

3) Probably the greatest need for prospective teachers is the need for self-understanding. In relating to the community and its children--especially when the community is of a different race or social class--the effective teacher must have no delusions about her attitudes. She must be able to see very clearly how she feels about black children, if she is white. She must be able to identify those behaviors that result from her feelings of fear, hostility, repulsion. The white education student in our society cannot be permitted to get away with the glib verbalization, "I have no prejudices: I treat everyone alike." A part of her education must involve processes that will enable her to assess her attitudes and behavior in realistic terms. It is only in such realistic assessment that she has some chance

of changing her behavior so that her pupils are not damaged by it.

The Teacher Corps at Temple University starts each two-year training program with a human relations laboratory--seven days and three evenings (and sometimes a whole night) of intensive interaction in small groups. Faculty members of the Corps are participants in the sessions--not as leaders, but as members of the group. The objectives are clear: we want to see ourselves clearly, confront issues honestly, learn to give and accept trust.

Much time must be spent--in the laboratory and other types of discussion groups--on the problems associated with race. Prospective teachers need to be able to see themselves clearly in this area. They must identify their racial attitudes, understanding the origins and conditions of reinforcement. They must get feedback from each other on their behaviors that betray negative racial feelings and misconceptions. If knowledge of subject matter is important--and the proliferation of social studies education courses and language arts education courses, etc., etc., seem to attest to the valuation of content in the preparation of teachers--their knowledge of one's self and how one may affect children as a result of racial attitudes and behaviors is at least equally important. _A single lecture on human relations is completely inadequate_. Opportunities for the development of self-understanding must be specifically scheduled, with qualified faculty responsible for leading them and with constant usable evaluative feedback for the students to apprise them of their progress and growth.

Techniques for Teaching

The methods used for developing self-understanding in student teachers, are methods they ought to learn to use for developing self-understanding in their young pupils. Each technique described here should be used not only by the college teacher to train teachers, but should be used in such a way that these trainees will first try them in their student teaching affiliations and then use them when they have permanent appointments:

1) Experiments in selective participation[1] give people an opportunity to experience suddenly and with startling clarity, the human tendency to modify what is seen and heard so that the perceived situation is consistent with the person's feeling and beliefs.

Six people are asked to leave the classroom for a few minutes. A simple sketch or photograph of a scene is then shown to the rest of the class. The scene should be one in which people are involved in a situation that is open to interpretation. (If there are people of different races in the picture, the experiment then deals with an area that has high emotional content for most people. It is in such areas that selective perception operates most clearly.)

---

[1] The National Conference of Christians and Jews has materials for this test that they call _The Rumor Clinic_.

The picture is discussed by the rest of the class until there is some clear awareness of the different items in the picture and what the relationships among them might be.

Then, the first person is asked to come back into the room. He is shown the picture and given time to study it. He is told that when he thinks he knows what is in the picture, it will be taken from him and he will be expected to describe it to the next person.

The second person tells what he has heard to the third person, and so on until the sixth person tells the whole class the description of the scene that he has just heard.

Person by person, the class hears the details and issues of the picture change as each person adds his own perceptions and adds or drops details until the final scene bears little resemblance to the original one.

If this exercise does little else, it helps shake people's certainty about the accuracy with which they see and hear and helps them listen with skepticism to accounts of emotionally-toned events.

2) Adults who believe that children neither know nor care about racial matters need only listen to some 40 tapes of elementary youngsters discussing--with great feeling--the whole range of racial problems. And their discussion is not just the parroting of the adults in their lives, but the revelation of their own experiences and the feelings that attended them.

However, to get children to talk about a topic that they have probably learned is taboo in class, and to get them to express their feelings and beliefs freely, some skill is needed by the teacher. To develop the skill, I have a game that teachers can play. It offers opportunity to recognize the inhibiting responses that teachers make during such classroom discussion and to practice the freeing responses. For example, a discussion on the question, "How do you think blacks think about whites?" I have identified and written down on cards 58 freeing and inhibiting responses the teacher might make. The game involves turning up the cards one at a time and guessing which response frees the children to continue the discussion and which response closes the discussion off. In the process of guessing and discussing the reasons for the guess, a group of students becomes aware of and familiar with the various responses. Subsequent steps involve listening to taped discussions on race and noting the teacher responses, listening to illustrated lectures on race discussions, and, of course, to practicing leading affective discussions--first with peers who can give feedback to the "teacher" on how he is responding, and then with youngsters.

3) Another useful classroom technique for exploring attitudes and behavior is role-playing. Here, in a safe atmosphere, people may try out alternate behaviors in situations and get some information from others about how their behaviors are perceived. Since in real life, second chances to respond to situations are not available to us, the role-playing situation can be invaluable for getting some preparation for what may come. Thus, a teacher who decides to have a discussion on race with her class may worry about what the principal will say about it and how she should deal with the principal's attitude. If the teacher and her fellow students were to take the parts of teacher and principal and hear and see all the things the principal might say and do, and everything the teacher might say and do in response, the most productive response might be selected and practiced and eventually used in the real situation.

4) For getting to know what children are thinking about, what interests and concerns them, the problem census is a valuable instrument. It also enables the teacher to offer her youngsters a framework within which they may plan the school work with her. As individuals, I think we know how much more committed we are to a task if we have had a hand in deciding to do that task.

In the area of race, a simple question like, "what would you like to know about race?" can give the teacher a long list of items that her class wants to go into. She must, however, be careful to accept all responses, without evaluation or any reaction except to record each response. The class can then decide the order of study, the division of work, etc.

5) In my book, Intergroup Relations for the Classroom Teacher, (Houghton Mifflin Company, 1968) I try to show teachers how they may use their own subject matter to present significant and relevant intergroup ideas. In subjects like elementary science, in spelling, in American history and high school biology, there are implicit intergroup concepts and informations that are usually overlooked by teachers. Similarly, business education is fertile ground for teaching youngsters the way it is and helping them develop skills for making it better. With such relevancy in the classroom, young people need never feel they are leaving life to come to school--or dropping out of school to start living.

TEACHER ATTITUDES AND THE BLACK STUDENT

Mrs. Novella Williams
President of Citizens for Progress
Philadelphia, Pennsylvania

Mrs. Williams is a very active community worker. Besides being the president of Citizens for Progress (CFP), and a member of the Sayre Junior High and West Philadelphia High School Advisory Committee, she is one of the representatives from five states who is organizing a Committee on Community Control. She is the mother of four children, some of whom are presently enrolled in the Philadelphia public school system.

A Brief Overview of Citizens for Progress

Mrs. Williams began her address by describing the history and purposes of Citizens for Progress. She mentioned that Citizens for Progress is a "grass roots" organization which was started about four years ago by a group of citizens who were concerned about the schools and other problems of West Philadelphia. This group of citizens was disenchanted with the ineffectiveness of the local Home and School Association. Citizens for Progress is national in scope, and there are offices in other states. Citizens for Progress's primary concern is obtaining quality education for black youth. However, in addition to education, the Citizens for Progress fight taprooms, multiple dwelling rezoning, poolrooms, and other influences which it feels are detrimental to the welfare and safety of the community.

Mrs. Williams also described some recent activites of Citizens for Progress. For example, during June in the new community center of a nearby Baptist Church, Citizens for Progress sponsored a banquet in which Mr. Marcus Foster, a Negro and Principal of Simon Gratz High School (a black, inner-city high school whose standards, achievements, and aspirations have soared tremendously under his two-year leadership), and Dr. Mark Shedd, Superintendent of Philadelphia Public Schools, were honored. The Sayre Community Advisory Committee, through the efforts of Citizens for Progress, has also received a recent $15,000 grant from the Board of Education to conduct a staff development program for the faculty of Sayre Junior High School. This is a three-stage program. The first of three stages begins in June, and is designed to sensitize teachers, to assist them in acquiring effective techniques, and to help them develop better curriculums which are more adaptive to the needs of black youth. Provisions have been made for evaluation and follow-up. The services of top educators, consultants, and community resource people have been engaged for this program.

Members of Citizens for Progress have journeyed to New York City, Washington, D.C., the Oceanhill School (a decentralized, community controlled black school in Brooklyn), the United Nations, and the Afro-American Educators National Conference in Chicago. Representatives from Citizens for Progress were also present at Dr. Martin Luther King's funeral in Atlanta, Georgia.

Teacher Attitudes and the Black Student

After describing some of the activities and functions of Citizens for Progress, Mrs. Williams presented her concepts and opinions pertaining to the problems of education in inner-city schools. Mrs. Williams presented her ideas forcefully and with deep conviction. She had no trouble retaining the interest of the participants despite the high temperature and the somewhat crowded seating conditions in the Citizens for Progress office in West Philadelphia. Nearly all of the remainder of this article is comprised of the verbatim statements made by Mrs. Williams to the participants. While such a procedure results from time to time in a somewhat halting flow of words, it does permit the reader to obtain some idea of what it is like to listen to Mrs. Williams "tell it like it is."

Mrs. Williams stated that much of the frustration manifested in the black community today is the result of the dehumanizing effects of slavery. She related the history of the black man from the slave ships bringing Africans here as human chattel to the forms of deprivation and oppression which exist today.

"There have been white slaves, but no government has treated any slaves as inhumanely as black slaves were treated here in America. Slavery still occurs today. The only thing that has been removed has been the chains from the black man's feet. However, the mind of the black man is still enslaved. Unless a person can make decisions for himself, he is merely a robot and such is the situation as it exists today.

"White people today many not be directly responsible for slavery, but if you support a system that dehumanizes blacks, you are as guilty as the perpetrators of the dastardly crimes against the black man. Many of my constituents would be angered to know that I am establishing dialogue with members of the white community. If this band of militants gets ready to burn this country down, they will not be stopped by the police or fire department, Police Commissioner Rizzo, Mayor Tate, or President Johnson. They will no longer allow anyone to dehumanize them."

Mrs. Williams feels that it is the job of everyone to speak up against the dehumanizing effects of racial prejudice today, especially educators. "In World War II, too many people, especially educators, sat silently by while six million people were exterminated. We must not repeat this in America. We must learn to reassess our values, disregard the inflexible old ways of doing things, and deal with a change of attitudes in our society. Otherwise, we will sit back and allow a few to destroy us all.

"We must not accept the status quo, but we must strike out against all individuals who dehumanize their fellow human beings, regardless of race or religion.

"The United States is one of the richest nations in the world. It has achieved this status partially due to the sacrifices and contributions of Negro slaves, who were a source of cheap labor. Because of our rich resources, there is no excuse for poverty and ignorance today, and poor people should not be living in huts similar to those erected in Resurrection City. They are hungry and poor. Their children are dying from starvation. If the United States can support a war on foreign soil, certainly something can be done for poverty as it exists in America. Many Negro soliders return from Viet Nam and cannot obtain a decent job. It is the responsibility of the government to make sure that our young people have an opportunity to achieve some of the finer things in life. Presently, this opportunity does not exist for black youth. Unless the poor black people obtain an opportunity to succeed, there may be no America for anyone.

"In our large cities, the idle youth today have no place to go, nothing to aspire towards, and consequently, they do not care about anything. This situation is a very serious problem, and accounts for much of the lack of education, employment, juvenile delinquency, and crime associated with these youths.

"If justice is denied the black man in America, he may have to align himself with China, Japan, and the other nonwhite nations of the world. These nations are rapidly developing, as evidenced by the fact that China recently has developed a bomb that could be used to wipe out the entire Western world. Desperate black Americans who feel that the system has destroyed them, that they have no place to go or no one to turn to in this country because the President, the Congress, the Mayor, and the Police Department have failed them may not hesitate to turn to their nonwhite allies because of their mistreatment. They can go to the United Nations to be heard, but they feel it is better to have an allied nonwhite country as a crutch to lean on. For many of our people, ingorance forces anger; anger is ugly; and angry people in an unjust nation may see to it that there will be no nation for anyone unless justice is rendered to the people of this nation.

"No other racial minority has had the problems that blacks have had. We have extremely few high-level officials to speak for us. Most other ethnic groups have gained their freedom through bloodshed. I do not condone violence, but I cannot completely criticize it because I can see some effective changes which have resulted from violence. People who burn down buildings are burning down rats and roaches and not their own property. They feel that it is better to sleep in the street than to live in these dilapidated properties.

"Black folks own nothing. We are just helpless people with no one to speak for or help us. What can we lose?

"Very few black people can afford to open businesses. One young man I know was prevented by the white business structure from opening his own business in a totally black community. Many young black men know they cannot own their own businesses because they have seen their parents try and fail. Some parents have even been threatened with their lives. Black people should be able to make money, establish businesses, set policy, make decisions, and direct their own lives.

Mrs. Williams stated that she is a very religious lady, and presently her faith in God is the only thing in which she believes. Mrs. Williams feels, "that Almighty God is hearing the black folks, and it is for this reason that cities are burning. This nation will remain on its knees and turmoil will reign as long as we perpetuate the present injustices. This country can be saved if we decide to educate the ignorant. However, if we allow teachers to continue to draw salaries without imparting knowledge and human values to our youth, then we all may be destroyed."

"Because America is such a racist country, it has created some monsters. America is destroying its basic aim, which is freedom for all. Some black youth want to destroy everything that is white. Racism exists on both sides. Some blacks care nothing about losing their lives if this is what it takes to get justice. They are willing to make this sacrifice. Because society has created this kind of mentality, many people are afraid to walk the streets at night for fear that their safety will be jeopardized by nihilistic youth.

"Some teachers engage in specific behavior which "turns off" black students. Because of their racist and superior attitudes which pupils easily detect, some teachers are unable to communicate with black students. There is no dialogue. Teachers must be able to understand students thoroughly and to develop respect for them.

"Our young students need to know that teachers care for humanity and for them as individuals. This alone would motivate students to want to learn. I talked to some students from Pennsylvania Advancement School and from Sayre Junior High School. When they were asked what they wanted from their educational experiences, they said they wanted some teachers who want to teach them, are able to understand them, and who are willing to sacrifice some extra time to make them better adults. All students can be taught even though some teachers say that some black students are uneducable because they lack the capacity to learn. The lack of a rich, cultural environment deters the achievement of many black youth, and these youth should be given many field experiences so that they can see and learn things not in their own environment.

"In my own educational experience in North Carolina, I still remember my French teacher who gave each pupil individual attention and made each pupil feel that she was interested in him, personally. This motivated each pupil to work to his fullest capacity. Today, in our public school system, black students are identified with criminals and thought to be limited in ability to learn.

"Students are criticized for wearing the beads and African attire by some school and community officials. If this is what it takes to make them feel human and have self-respect, then they should be permitted to wear this attire for the purpose of self pride and black identification. When the black man was removed from Africa, his identification, self respect, and cultural heritage were also removed from him. The black man was forced to come to America in chains, and he was forced to work and build this land. Since their fathers contributed to developing the wealth of America, black youth are rebelling and demanding their share of America's wealth: that forty acres and mule that they were promised when slavery was abolished. Many black historians have sacrificed their time and effort to relate the facts of the black man's historical culture. With knowledge of their ancestoral heritage, an intense pride has replaced the self-hatred that plagued many black men. Unless a person knows who he is and where he came from, he has no respect for himself or for others, white or black. Black men have been dehumanized, and they are often referred to as 'nigger,' 'boy,' 'animal,' or with other dehumanizing terms.

"Afro-American history and culture should be taught in every black Philadelphia school. Philadelphia is the first big city to have these courses in the public schools. Dr. Mark Shedd, Superintendent of Schools, has been very helpful to the black cause. His humane attitude has resulted in many changes in the school system. He will listen and is willing to deal with all people, which was not the case before. Dialogue between more influential people like Dr. Shedd, who is willing to institute needed changes, is needed.

"Teachers need closer relationships with black students. You need to listen to them, and their problems, and exchange ideas. If you recognize that students are human beings, this will discipline your attitudes. Presently, too many people operate on the basis of the Dredd Scott decision which stated that black people are not equal and have no rights that need to be respected. Many teachers have two faces. They say they feel one way, but act differently, thereby making it impossible for them to relate to the children or for the children to have feelings for them. If the student knows you are interested in him, the child will respond. If the child does not respond, the teacher had better examine himself.

"Before changes in curricula can be effective, white people must first deal with attitudes of their people. You must have the courage to talk to your white neighbors and teachers, especially the young people whose minds are still flexible, about the demands of the black community for quality education, dialogue, understanding, and self respect. This may alienate many whites because people resist change. With change, there are always hurt feelings. I can only be responsible for trying to change or discipline the attitudes of my black brothers and sisters. You will have to do the same for your white colleagues and associates. No educational program can be effective until we deal with attitudes.

"A lot of education is miseducation. Change has to be brought about in education not only for one segment of people, but for everyone in general. Many teachers are dehumanizing to all people, not just black people. Dehumanized students from suburban schools affect children in the inner-city schools when they teach them. If too many more dehumanized teachers try to teach black youth, we may have another Civil War, because this problem in education compounds other serious problems that exist in our city.

"There are also many poor black teachers because they have been prepared by the very same dehumanizing system that prepares white teachers. However, poor teaching by white teachers results in polarization between the teacher and the black child and his community. We need good teaching overall, and an extra dose of good teaching for children who have been victimized.

"A black teacher cannot escape his blackness. He might be black with a white mind, but at the same time, he can communicate with the black child. Too many white teachers do not want to teach black students. White teachers do not live in the same community as their pupils. They live in a totally different world. The vacuum between the teacher and the pupil is too great and needs to be closed.

"How can we get more black teachers? By changing the National Teachers's Examination which prevents many of them from getting into the system. This exam, like other standardized exams which black youth are required to take, places them at an unfair advantage because of its cultural bias. The white competitors' background prepares them better to score higher. However, we should maintain the same standards and qualifications for black teachers as for white teachers. Many white teachers do not pass the NTE, but they are hired anyway. Rather than use the NTE, the progress of the child should be the measure of a successful teacher. The 90-day plan should be used whereby a teacher is observed frequently and rated on his proficiency. Teachers seem to be absorbed primarily in large pay increases and high salaries rather than in improving instruction and their own effectiveness. This preoccupation further dehumanizes them. The letter grading system should be discontinued, and a more effective way of motivating students and evaluating their progress should be instituted.

"I do not feel it is beneficial for black students to be taught by middle-class teachers so that pupils can aspire towards middle-class values. White people's values have been forced on black people too long, and much of our anti-social behavior is a rejection of these false values. It is far more important for black people to know who and what they are than to own a car, speak fancy languages, or possess an impressive educational background. Middle-class values only confuse and distort the masses of black people since 90% of all black people are "poor". And, you are surely "poor" if you cannot think for yourself; if you are not an individual. Black youth should be exposed to middle-class white values only for the purpose of permitting them to make a choice. After the child knows himself, he will have a choice between what he is and what he wants to be. Then, he can accept or reject middle-class values. His goal should be that of wanting to be a worthy and contributing citizen.

"Middle-class exposure does not give black students an opportunity to find out who they are. Accepting the values of white America has destroyed black people. Black people need to determine their value system. We want black people in policy-making decisions so that we can chart our own destiny and reform the government. Simply getting a few black people into top positions is not the answer. Justice is the answer. This is why we are having rebellions. If riots do occur, there will be many people killed, and they will not all be black people."

PROBLEMS RELATED TO THE EDUCATION OF BLACK STUDENTS IN PHILADELPHIA

Mr. William Mathis
Director of the Congress of Racial Equality
Philadelphia, Pennsylvania

The Congress of Racial Equality is very active in lobbying for improved schools in the black community and provides several education programs, including consumer education, survival training, Swahili courses, and tutoring services.

Mr. Mathis stated that there was a lack of genuine interest on the part of the white community and power structure towards solving the problems of the black man by initiating meaningful, viable programs that will effectively solve many of the social ills that plague the black community. If such problems as unemployment, underemployment, poor schools, unscrupulous merchants, dishonest or unfair business practices, lack of black-owned businesses and a black economic base, poverty, ignorance, disease, police oppression, illegitimacy, disintegration of family units, crime, juvenile delinquency, political powerlessness, and other anti-social acts are to be eliminated, massive programs funded by whites, but controlled by black leaders elected by the black community, are long overdue and should become operative immediately. Anything less is tokenism.

Mr. Mathis felt that members of the white community often deny that they are responsible for the many years of exploitation and suppression of black people who were forcibly brought to America from Africa in chains. Since 1619, black people have been a major source of cheap labor for the American economy and have contributed to making America the wealthiest nation on the earth today. Whites feel that they cannot be held responsible for their forefathers' misdeeds. Mr. Mathis feels that because they have kept quiet and not addressed themselves to these evils, they are equally as guilty. Mr. Mathis feels that the black community is entitled to reparations which will elevate it from its present economic and social plight. Thus far, there has been no real commitment on the part of the white community to solve these problems.

Mr. Mathis stated that the political and economic interests that dominate this country from Wall Street and Washington have purposely prevented the black community from achieving economic stability by manufacturing and producing their own goods and services. The power structure has manipulated the sources of materials and denied the black man necessary financing. Therefore, neither a black entrepreneurial class nor economic self-determination, which result in political power, ever evolved in the black community.

Black youth today basically mistrust the white man. Viet Nam, history, television and the movies point out the brutality of the white man. They document how the white man conquered and subjected helpless people through violence and bloody wars in order to achieve his economic and political gains. The white man has been exploiting the nonwhite under-developed countries for years. This country was violently taken from the American Indians. Yet, when black people threaten to resort to violence to obtain what is rightfully theirs as a result of years of economic exploitation, many white people adamantly view this as impractical, unacceptable, and a totally reprehensible act.

Many black people have become completely disillusioned with the studies, reports, and recommendations that are constantly occurring in the black community because these reports have not resulted in any constructive action or tangible results. Black people have been subjected to more futile studies than any other ethnic group in this nation.

Mr. Mathis believes that black youth receive a racial indoctrination when they go to school. The indoctrination they receive is designed to contain them, and to brainwash them to think in terms of white values. He feels that the education of black children is sadly and purposely neglected and that 70% of those black youth who graduate from high school are functionally illiterate. Mr. Mathis feels that emphasis should be placed on reading, writing, and arithmetic, and that modern and adequate vocational and technical training (computers, electronics, building trades, secretarial studies, etc.) should be provided for those who do not intend to attend college so that they will be able to obtain gainful employment. Mr. Mathis spoke of a black student who performed clerical tasks at the CORE office as part of the cooperative office education work program from Bok Vocational High School and who was direly lacking in basic English and clerical skills.

Mr. Mathis feels that the content of the typical history and English courses is of no value to black youth because it is not meaningful in their daily existence. Swahili should be taught instead of dead European languages, and African history and culture should be offered to provide pupils with some self-identification, esteem, pride and knowledge of oneself. Mr. Mathis spoke of several instances of inadequacies and inequities in the black schools such as school facilities and physical plant, textbooks, an abundance of substitute teachers, and types of equipment. He said that attempts at busing and other forms of integration have been a complete farce. Instead of integrated schools, what the black community needs are quality black schools. Mr. Mathis briefly discussed a proposal through which the black community might control their own school districts within the community, including funds, curriculum, and teacher and administrator selection and evaluation. Mr. Mathis is not entirely against white teachers teaching black children, but he feels that these teachers should qualify by black standards, and possess the love, empathy, understanding and respect that black children need and demand. Given these criteria, he feels that very few white teachers would qualify. Black students need black teachers for purposes of positive black identification.

Because white people understand so little about the hopes, aspirations, achievements, and make-up of the black community, they cannot effectively change conditions. There have been isolated attempts by some whites to effect changes in the black community, but for the most part these have been ineffective. Because of the lack of results, the black community is very much interested in knowing what the white community does with all of the information and studies that evolve from the black community. Mr. Mathis said that white educators must first learn to perceive of black children as human beings who have problems, aspirations, and desires. Then the educators must educate their brothers and sisters in the white community so that respect between the two communities can exist. Without mutual respect and understanding, meaningful dialogue and programs cannot evolve.

Mr. Mathis strongly feels that there must be an elimination of competition for grades and teacher approval amongst black school children. This competition results in a hustler's mentality which has been perpetuated by our system of exploitation and capitalism. Instead, black youth need to learn that members of the black community can become a united people.

Mr. Mathis feels that the education of black youth should be more meaningful in terms of their everyday life and existence. Many, if not most, of the present courses should be scrapped and those things that are considered innovations should comprise most of the curriculum. For example, pupils should be taught about the operations of constables, the magistrate court system, and other concepts necessary for their very survival. If subject matter becomes more realistic and meaningful, there will be more interest and motivation for pupils to learn and achieve successfully in school. There should also be a vast teacher retraining program to sensitize and adequately prepare teachers for the black, or so-called "ghetto" schools.

In order for the black community to achieve economic, social, political and educational independence and self-determination, Mr. Mathis recommended a redistribution of the country's resources so that the black man receives his proportionate share of the wealth of this country -- a wealth made possible through the black man's historic contributions and immense sacrifices.

PROJECT 120: TRAINING TEACHERS FOR GHETTO SCHOOLS

Dr. Bernice Samalonis
Director of Project 120
Hunter College, New York City

Student teaching is more than taking over the class the day the college supervisor comes to observe. Continuous efforts by the college supervisors, cooperating teachers, administrators, and the student teachers themselves are required to create a suitable situation for professional development. Hunter College through Project 120 attempts to provide this environment for student teachers. Those who volunteer to participate in the project are assigned to special service schools in lower socio-economic neighborhoods. During the student teaching semester, they have opportunities for continuous work with at least one class.

Project 120 is designed to train teachers for junior high schools in the ghetto areas of New York City. The project provides student teachers with classroom teaching experiences in ghetto schools and extensive exposure to the related facilities of the community. The project is supported entirely by Hunter College and does not receive federal funds.

Hunter College is very selective for this project, and the participants are a very close-knit group. The project itself is kept small to allow each student teacher considerable supervision from the directors and project specialists. The participants want to be in this program.

There are several techniques the Project 120 staff currently use to provide worthwhile experiences for student teachers. For the reader's convenience they are grouped under five headings: (1) improving instruction, (2) learning about students, (3) getting acquainted with school services and curricula, (4) finding out about the community, and (5) providing moral support.

Improving Instruction

One effective way to improve instruction involves six steps.

1. The supervisor observes the student teacher teach a class.
2. The supervisor confers with the student teacher about the lesson.
3. The supervisor and student teacher observe another teacher teach the same lesson to another but similar class.

4. The teacher, student teacher, and supervisor discuss the lesson.

5. The student teacher teaches the same lesson to another but similar class.

6. The student teacher and supervisor discuss the lesson and compare the lesson in step five with the lesson in step one.

This procedure takes a large amount of the supervisor's time, but it is worth it. Generally, the student teacher shows great improvement when teaching the lesson in step five. This procedure is not possible unless the school has numerous classes in the same subject and unless the teachers teaching the course are at about the same place in the course of study.

Another technique helpful in the improvement of instruction is peer observation and evaluation. Students can observe and discuss each other's strengths and weaknesses without fearing that their grades are at stake. Such observations have two other advantages: (1) the student teachers develop a team spirit which helps them to provide moral support for each other, and (2) the student teachers develop effective channels for the cross-fertilization of ideas. It is hoped that by becoming accustomed to peer observation and evaluation during student teaching, they will be more willing to seek help and to give help to their peers when they are teachers.

Project 120 uses two types of peer observation and evaluation: the "cluster approach" and the "total-curriculum approach." In the "cluster approach" three to four student teachers in one subject matter area such as English or social studies are assigned to one school. They form a team for peer observation and evaluation. Because the student teachers are working the same subject area they can become aware not only of their deficiencies in technique but also of their deficiencies in content.

The team members also participate in the "total-curriculum approach", that is, they observe student teachers in other subject matter areas. For example, the student teacher in social studies can learn how the mathematics teacher makes assignments, maintains discipline, or paces the lesson. He can also learn how he as a teacher of social studies might expedite or enhance a student's learning in another area. The "total-curriculum approach" can also be used when a cooperating school has a number of student teachers but only one student teacher in a subject matter area.

Learning about Students

Learning about students does not stop with classroom observations and a perusal of student records. Project 120 student teachers are encouraged to work with students in out-of-class activities such as preparing assembly programs or taking field trips. Some student teachers have participated in parent-teacher conferences and have visited students in their homes. The student teachers are encouraged to learn about the special problems of their students such as language difficulties, encounters with the law, and personal problems which inhibit learning.

Getting Acquainted with School Services and Curricula

In the project schools, either by means of seminars which the administrators arrange for student teachers and for new teachers or by means of conferences which the Project 120 director schedules, the student teachers learn about the guidance, health, library, and audio-visual services provided at the school. To become acquainted with the scope of the school's curriculum, the student teachers, along with the Project 120 director, visit classes such as art, music, remedial reading, physical education, career guidance, or health conservation, and/or have conferences with the instructors of these classes about the objectives of their courses.

Because schools vary in their atmosphere and procedures, the student teachers, in addition to learning about the school to which they are assigned, also visit other schools in the project. On these visits, they have opportunities to observe their counterparts teach in a different school situation and to discuss the lessons they observed with the student teachers who taught them.

Learning About The Community

Besides learning about the schools, the student teachers learn about the community and the social conditions affecting education. This fall, the student teachers visited the Harlem Hospital, the Morningside Village Community Service Center, Haryou-Act, Inc., the Wilcwyck School for Boys, the Police Information Center of the 32nd Police Precinct, and the University of the Street. Because the group included many students interested in English, social studies, and Spanish, the student teachers also visited the museum of the Hispanic Society of America, the map room of the American Geographical Society, and the Schonburg collection which is outstanding for its materials on Negro culture.

The student teachers participated in two seminars on school-community relations. At the first one, Mr. William King, President of the Community Teachers' Association, spoke on the parent's role in education -- especially the role of the parent whose child attends school in a ghetto. At the second seminar, the student teachers discussed the types of social agencies available in New York City, their purposes, and their historical development. In his role as Director of Community Experiences for the project, Mr. Carl Johnson, who has had training and experience as a teacher and social worker, plans the field trips and the seminars. Other community learning activities of student teachers in Project 120 have included going into community shops, reading neighborhood signs, and talking freely with parents.

Providing Moral Support

The student teachers in the project are volunteers who tend to be idealistic college students eager to improve education. To help them to understand and to cope with the problems of teaching in schools in lower socioeconomic neighborhoods, these students not only have the aid of the regular college supervisor, a specialist in the subject matter area, who observes them and grades them, but they also have the help of the Director of Project 120.[1] The latter has weekly conferences with the student teachers at the schools on topics such as discipline, evaluation, questioning, or reading. Some sessions have emphasized vocabulary, including Spanish terms, which students use to shock the teacher, and Spanish pronunciation and grammar.

The student teachers have the home phone number of the project director and of the director of community experiences for the project, and they know they are free to call when a problem arises. Although some of these calls pertain to techniques and school procedures, many of the calls are for moral support. When a lesson does not go well, the student teacher may develop great feelings of inadequacy. By talking over his problem at the time when it is crucial for him instead of waiting for some officially scheduled meeting, the student teacher in many cases is able to put things into their proper perspective and go on to try to do a better job the next day. This arrangement for phone conferences interferes with the private lives of the college personnel assigned to the project. However, if one is sincerely interested in the professional development of student teachers, he will gladly have such conferences.

The project director also provides help for the student teachers in another way. At the request of the student teacher, he makes an "unofficial" observation. Then he discusses the lesson with the student teacher but does not file any report of the observation in the student teaching office.

---

[1] The Director of Project 120 also supervises the student teachers in social studies.

The student teachers also receive moral support from the regular teachers in the school. Because many of the staff members are graduates of the project, they act as big brothers or big sisters for the current group of neophytes.

Every student teacher in the project does not participate in each of the activities described above. The program varies from school to school and from semester to semester due to the number of student teachers assigned to the project school, their major, and their schedules.

During 1967, Cooper Junior High School (JHS 120), Ettinger Junior High School (JHS 13), and Stowe Junior High School (JHS 136) in Manhattan and Niles Junior High School (JHS 118) in the Bronx, participated in the project. Because volunteers are generally assigned to schools convenient to their place of residence, all project schools may not be used each semester.

Finally, all of these activities to improve the student teaching situation would not be possible without the cooperation of the administrators and teachers in the project schools. Real improvement of the student teaching program comes only when college and school personnel work together as an effective team both in the school and in the community.

One of the end results of Project 120 is that student teachers are hired by the cooperating ghetto schools in which they completed their student teaching. Such persons may still call on the Hunter College staff during the first year of teaching if problems come up.

COMMUNITY INVOLVEMENT IN SCHOOL PROGRAMS AND POLICIES

Mrs. Elaine Blake
Teacher Corps Program
Temple University

During a discussion of the experiences of the participants in the mapping project, Mrs. Blake, a community person on the staff of the Teacher Corps Program at Temple University, related the black community's criticisms and dissatisfactions with public education and the lack of pupil achievement.

Mrs. Blake made suggestions for more effective instruction, such as relevant subject matter, adequate textbooks and school facilities, more black teachers, more competent, experienced, empathetic white teachers, more school funds, and more community participation in, and ultimately control of, schools.

Mrs. Blake described the involvement of parents and the Home and School Association of Benjamin Franklin High School and how parents, community, and school staff can work together to effect changes which result in improved quality of education. She described how apparently incompetent teachers and administrators have been replaced, (a black principal and vice principal have recently been assigned to the school), and how additional funds for equipment and programs have been obtained by making demands to the Board of Education and the District Superintendent's Office.

A career development program has been started linking equipment, training methods and standards to employment opportunities in industry. Courses to strengthen pupils' math and English skills have been added in addition to courses in Afro-American history and culture.

CHANGING THE PERCEPTIONS OF NEGRO SLUM STUDENTS TOWARD OFFICE WORK

Dr. Estelle Popham, Chairman, Business Education Department, Hunter College, New York
Mrs. Charlotte Schleifer, Instructor, Yorkville High School, New York
Mr. Alvin Vaughn, Business Teacher, West Philadelphia High School

DR. POPHAM

Dr. Popham began her discussion by reviewing an article by Robert Rosenthal and Lenore F. Jacobson entitled, "Teacher Expectations for the Disadvantaged."[1] The article reported the findings of a study financed by a grant from the National Science Foundation which sought answers to the following questions:

1. Do teachers anticipate poor performance from some students and teach these students to fail?

2. Do teachers expect certain students to achieve more than others and teach these students to pass?

A previous study completed by Rosenthal utilized college pyschology students, rats, and the standard maze. The college students were told to teach the rats to run the maze. However, they were also told that some rats would learn faster than others because they had been bred to run the maze and some would run poorer than others because of genetic difficiencies. Actually, all the rats were taken from the same strain and were, for the purpose of the experiment, identical. The findings of the study indicated that those rats which were expected to perform better tended to perform better while those which were expected to perform poorly tended to perform poorly. In short, the subjects of the experiment tended to fulfill the expectations of the college students who were their trainers.

The Rosenthal and Jacobson study tried to establish similar research conditions in the classroom. The school chosen for the experiment was the Oak Elementary School in San Francisco which enrolls both middle and lower class students, although lower class students predominate.

---

1. Rosenthal, Robert and Jacobson, Lenore., "Teacher Expectations for the Disadvantaged," Scientific American, Vol. 218, No. 4 (April, 1968), pp. 19-23.

The researchers convinced the teachers of the school that they were conducting an experiment to validate a test which would predict academically talented students. Actually, the researchers used the Flanagan Tests of General Ability which is a standard intelligence test. The researchers told the teachers that the disguised test would be administered several times during the experiment, and the results would be sent to Harvard University for analysis. After the test had been administered once, a random selection of students was chosen and these children were identified to the teachers as potentially academically talented students. The test was re-administered three more times during the experiment. The results indicated that the students who were identified by the researchers as potentially superior students made significantly greater intellectual gains on the Flanagan test than those students who had not been so identified. In short, the students tended to live up to the expectations which the teachers had of them. The teachers tended to describe the experimental group of students as being more affectionate, appealing, better adjusted, socially secure with their peers, more apt to succeed, happier, more curious, and more interesting than the control group of students who had not been identified as potentially superior students.

As business educators, we might generalize the conclusions developed from these studies to the academic achievement and vocational success of our students. It would appear that there would be a strong tendency for students to achieve more in business subjects and to succeed more on the job if they are expected to achieve and succeed by their teachers.

Teacher educators need to develop in their teaching candidates (a) sensitivity and positive attitudes towards the learner, and (b) the ability to develop enriched and extended subject matter which will enable the learner to understand what business expects of him and what business is really like. Talking about or reading about sensitivity training does not bring about changes in teacher attitudes. When the business teachers in the 1967 Hunter College BOOST project[2] saw student attitudes changing and students becoming excited about learning, the attitudes and motivations of the teachers were affected.

Dr. Popham also noted a number of points relative to the perceptions of culturally different youth towards office work and the implications these perceptions had for business education:

1. There are many office jobs available for students who are

---

[2] Huffman, Harry., "The Modifications of the Perceptions of Disadvantaged Youths Toward Office Work," National Business Education Quarterly, Vol. 35 (Spring, 1967), pp. 15-21.

trained. A major source of manpower for these jobs is culturally different youth. However, there is a real need to bring these youth up to a vocational level acceptable to business firms. Much more needs to be done in business education to improve the vocational potential of culturally different youth. At present, it would appear that business education is hardly making a ripple when there exists a great opportunity to make a significant contribution to our society.

2. Business education must do more in cooperation with the other departments of the high school. There needs to be more interrelatedness amongst commercial subjects and between commercial subjects and skills and other cognitive areas such as English and mathematics. It is estimated by some educators that 65% of high school studies are not relevant to the life of culturally different youth. Business educators have the opportunity to do more than many other educators because they are training pupils especially for life -- for employment -- and they should lead the way in cooperating with other departments in the high schools in the development of relevant learning experiences for culturally different youth.

3. It is important to identify perceptions which culturally different youth possess towards office work and to modify those perceptions which would inhibit or prohibit these youth from succeeding in these positions. To accomplish such a task, business teachers must become more than teachers of typewriting, shorthand, and bookkeeping. The teachers must become much more interested in the total development of the learner than in his mere acquisition of specific skills.

4. To what extent must business adjust its attitudes? A senior at Hunter College in the Liberal Arts program intends to apply for work in business. Her appearnance is "way out," and she will not change her manner of dress. She expects business to change its standards for her. It is postulated here that business will have to change and become more tolerant of individual differences or else business will be denied the services of many competent employees. Both businessmen and teachers are going to have to change their attitudes toward students who are "different" and become much more willing to accept employees and students who dress and act differently than the middle-class "standard".

Dr. Popham then described the Hunter College (BOOST) project which was conducted last summer. Twenty-six disadvantaged students from the public schools of New York City participated in the Hunter College BOOST Workshop. The effectiveness of the new techniques and lesson plans developed in the workshop were evaluated by experimenting with them on the pupils in the simulated classroom sessions.

The pupils worked in committees and became involved in finding answers through discussions, oral communication, and decision making. In one demonstration, a former student explained her job activities during a typical work day. Much of her time was consumed drinking coffee, reading the newpaper, and telephoning her friends. Her actual clerical tasks consumed very little of her time, and she eventually obtained a more challenging position because she found her first job so boring.

Disadvantaged youth need to know more about the qualifications for, and the duties of, office positions. One project that can be used is to have students learn from the community itself; e.g., by asking a friend or relative about the duties and responsibilities performed in his job. Every student can investigate a different phase of office work. They might keep personal files relating to an occupation, or a notebook including old clippings from copies of Today's Secretary and Ebony magaaine. Other projects might include listening experiences in which pupils practice techniques to become more alert and to acquire listening skills.

Dr. Popham demonstrated the use of a unit in the BOOST Manual[3] using six clerical students from Simon Gratz High School in Philadelphia and a clerical worker employed by the Bell Telephone Company for about two years. The students interviewed the worker and were able to learn from her information which a beginning clerical worker should know, such as the demands of a clerical position, job requirements, the importance of being able to work along with others, opportunities for advancement, amount of pay, company fringe benefits, and the composition of a routine day for a typical office employee. The panel interview was chaired by Dr. Popham.

MR. VAUGHN

Mr. Vaughn, a participant in the Hunter College project last summer, related the effectiveness which some of the BOOST projects and units had had in his senior clerical practice class during the 1967-68 academic year. Mr. Vaughn stated that implementing many of the projects illustrated in the BOOST Manual is very time consuming, but the projects provide effective experiences for the students. The projects also permit the teacher to get to know and understand his students better, expecially some of their feelings and special problems. Comments which Mr. Vaughn made pertaining to each unit, and the title and page number of the units used the the BOOST manual follow:

---

3. BOOST: Business and Office Education Student Training, Center for Vocational and Technical Education, Columbus, Ohio: Ohio State University, 1967.

1. "Class Interviews Employees," (119) -- A 1967 business graduate was invited to speak to Mr. Vaughn's class about the need for attitude, personality, and character development and the importance of accuracy in office work. Another 1967 graduate, who was promoted to computer operator and programmer, emphasized opportunities for promotion if one uses initiative and displays motivation. The clerical students made job contacts, wrote letters inviting and thanking employees, and wrote articles for publication in the local newspaper depicting classroom activities and projects.

2. "Studying the Office of a Religious Institution" (143) -- The clerical students studied the office work performed in various churches. The students also compared the differences between offices in terms of office equipment, volunteer and paid workers, and the duties performed by office workers. The class also discussed the difference between religious beliefs.

3. "Self-Analysis of Lesiure Time" (93) -- Each student analyzed their leisure time activities and then charted how his time could be utilized more effectively.

4. "Students Modify Self-Image by Teaching" (99) -- Students who were achieving well in a specific subject tutored those who were poor in that subject. The results were that the skills of the good students were reinforced and the slow students improved in performance and attitude.

5. "Pre-employment Tests" (193) -- Students practiced taking employment, civil service, and Wunderlic tests. Effective techniques in taking these tests were discussed and remedial instruction was provided in areas where pupils showed deficiencies.

Mr. Vaughn also reported a number of projects he utilized last year in the clerical practice class which were not included in the BOOST Manual.

1. Expression and Debate on Attitudes -- A number of "gripe" sessions were held on such topics as school, war, and home and personal problems which provided the students with real opportunities to express their frustrations and interests and to speak very candidly about problems and situations which directly affected them. These discussions resulted in increased classroom interest and participation on the part of the students.

2. Budgeting -- A budget for a beginning office worker was organized and prepared by the students. Many students knew very little about the actual cost of living, the value of money, the need for saving, and the need to plan wisely for the use of limited funds.

3. Buying a Car -- Students obtained information and made a comparative analysis of automobile prices, costs of operation, costs of financing, insurance premiums, and costs of repairing selected types of automobiles.

4. Current Social Problems -- State narcotics agents, social service workers, and community resource persons addressed the class about anti-social behavior, racial attitudes, and other very topical problems relevant to their lives. The pupils were very interested in the speakers and deluged them with questions.

5. Types of Literature -- The class was divided into small groups and each group discussed appropriate types of literature that might be read out of school. The small groups increased student discussion and participation, and each group's conclusions were shared with the entire class.

6. Suggestion Box -- A suggestion box was used to learn the students' ideas for improving the clerical practice course. Many oral, but no written suggestions were received.

MRS. SCHLEIFER

Mrs. Schleifer emphasized the necessity to involve students through innovation, creativity, and resourcefulness. She believes in getting each class off to a good start by placing work on the blackboard for students to do as soon as they enter the room. Mrs. Schleifer advocated changing quickly from one activity to another and providing learning activities to fill the whole period.

Mrs. Schleifer stressed the need for constant evaluation of teaching techniques and pupil performance. She pointed out that teachers must treat students as human beings and respect all of them. Without empathy, teachers cannot achieve maximum results from their efforts, and they will not reach students.

Mrs. Schleifer believes that success is more important that speed in beginning shorthand. Many disadvantaged students lack self-confidence, even some of the high achievers. Therefore, classroom experiences should provide these students with daily success, no matter how meager this might be. She said that it takes four double periods for her students to learn one unit of shorthand. She demonstrated a game in which flash cards were used to teach the parts of a business letter and also demonstrated skits in which her students played various roles The skits were constructed around situations derived from the home and school life of her students and were written in the student's own dialect.

A PANEL OF HIGH SCHOOL STUDENTS IN BUSINESS EDUCATION

Mr. Alvin Vaughn, Chairman, Business Education Teacher, West Philadelphia High School

Barbara Maudlin, Marlene Robinson, Theresa Smith, and Kaleb Whitby, Students from West Philadelphia High School

Father James E. Woodruff, Resource Person, Urban Missioner of the Episocopal Diosecese of Philadelphia

The purpose of the panel was to permit participants to interview business education seniors, to listen to their candid evaluations of their high school experiences, and to identify their recommendations for improving high school business programs and teaching practices. The panel discussion was held at the West Philadelphia High School Cultural Center.

The West Philadelphia Cultural Center is an old mansion which has been modernized at great expense for use by the West Philadelphia High School for art and music classes, language laboratory instruction, seminars, and meetings. The Center has a modern kitchen and dining facilities, and an excellent library on black history. After the panel discussion, members of the Institute and several West Philadelphia High School staff members enjoyed a delicious lunch served by students from the school's Home Economics Department.

The following notes represent general reactions and specific statements made by the four student panelists in response to questions asked of them by members of the Institute.

Teacher-Community Involvement

Students generally agreed that teachers would be welcomed and should visit their homes, churches, and communities to effect better school-community relationships. They cautioned about probing too deeply into family privacy.

Career Guidance

There seemed to be little indication of planned guidance in the lives of these students. They indicated that their being in the business education program was a result of having been "pushed" into the program, or by default -- not having "succeeded" in the academic program. However, all of them plan to further their education beyond high school, and two of the students have secured full-time employment already by virtue of competitive examinations.

Developing Pupil Interest

When asked what a teacher should do to make her class more interesting, the students suggested that:

1. "Teachers should teach those things of interest to children -- they like to do real wild things."
2. "A teacher should find out in the beginning from the majority of her students what they want to do, then branch out into the other things she wants to teach."
3. "Use audio-visual aids because you can see exactly how a thing is done."
4. "Try to understand the students more. When a student comes into the classroom late, for example, wait until the end of the period to talk to him to find out why he is late -- maybe he didn't get enough sleep last night."
5. "Don't talk over the heads of your students. Use our language sometimes."
6. "Teachers shouldn't yell and fuss all the time, telling us about our nasty attitude. This hurts our feelings and causes us to act nasty."

Learning and Student Impressions of Teachers

It was generally agreed that a firm but fair teacher who challenged her pupils was the most respected. Among the characteristics that students recalled about their favorite teachers were:

1. "Didn't move too fast; taught in steps; reviewed, and answered questions."
2. "Encouraged questions."
3. "Kind -- she tried to understand us."
4. "Always made the lesson interesting."

Students felt there wasn't too much difference between black and white teachers, except for those who were prejudiced. They indicated that a good teacher was not determined by her color but rather by how well she taught and how fairly she treated her students. The students were very cognizant of incompetent, unconcerned, new and inexperienced teachers, especially those who manifested fear of the pupils.

The students felt heterogeneous grouping was more effective than homogeneous grouping because the "smarter students could help the less able ones." They also felt that the same grading system should be used for all students.

Reactions to the Discussion by Father James E. Woodruff, Urban Missioner for the Episcopal Diosceses of Philadelphia

While no formal presentation was given by Father Woodruff, it seemed that he reacted negatively to a panel discussion of this type. He stated that the activity was too staged and too artificial to elicit honest and free responses from student. He suggested that students other than seniors, who have openly expressed dissatisfaction with their schooling, would have been more effective in evaluating current educational programs. He also stated that the black community had to be given more control of the schools. He felt that black people should own and manage more of the business in their communities.

COGNITIVE PROBLEMS OF THE DISADVANTAGED STUDENT IN BUSINESS EDUCATION SUBJECTS

Dr. Doxey A. Wilkerson, Moderator, Professor of Curriculum & Instruction, Yeshiva University, New York City
Mrs. Mary Johnson, Panel Member, Business Teacher, Opportunities Industrialization Center, Philadelphia
Mrs. Rosalyn Bell, Panel Member, Business Teacher, Manpower Development & Training Center, Camden, New Jersey
Mr. Leonard Kaltz, Panel Member, Business Teacher, West Philadelphia High School
Mr. John Roddy, Panel Member, English Teacher, West Philadelphia High School

Each member of the panel made a short presentation. Following each presentation, Institute participants and Dr. Wilkerson posed various questions to the panel members. The first speaker was Mrs. Mary Johnson.

Mrs. Johnson discussed the activities of the Opportunities Industrialization Center (OIC). In so doing, she made the following points:

1. OIC attempts to provide its students with vocational skills.
2. OIC students possess self-motivation.
3. Many of the instructional materials used at OIC are developed by the teachers themselves.
4. Aptitude tests are used as placement devices, however, students cannot be refused admission to any of the programs.
5. Much of the efforts of OIC instructors are directed towards improving communicative and computational skills.
6. Instruction is job oriented.
7. OIC instruction operates on a "no-fail" basis.
8. The teacher attempts to develop and enhance each student's self-concept.
9. Each student must be recognized as an individual.
10. Many students need more time than others to learn a given body of subject matter. Consequently, OIC instruction is flexible with unlimited time allowed to complete various objectives.

11. Individual instruction is considered very important by OIC teachers.

12. Planning must be geared to overcome student weaknesses.

13. Extreme patience by the teacher is necessary.

Woven through many of Mrs. Johnson's comments was the concept that the student is the focal point of the OIC program. If one were to make an effort to determine the peculiar characteristics of OIC instruction, one might come to this conclusion: OIC instruction provides for an unusual amount of warmth and dedication, over and above that which is typically found in the high school classroom.

Mrs. Rosalyn Bell discussed the MDTA program in Camden, New Jersey. Mrs. Bell touched on the following points:

1. The psychological implications of unemployment are legion.

2. MDTA strives for vocational competency in a short period of time.(25 weeks)

3. There was dissatisfaction with and problems arising from the rigid time schedules and course selections in the MDTA program. The number of courses pupils can select are limited and pupils are often placed into rather stringent courses, such as shorthand, inorder to roster them to the number of courses mandated by the MDTA contract. Such scheduling occurs even though it has been ascertained that some students lack interest, aptitude, or ability for a particular subject.

4. Some pupils are not able to master an entire vocational course in the mandated 25 week period. Consequently, some graduates lack sufficient skill to be successful in occupations for which they were trained.

5. ABC shorthand is substitued for Gregg Shorthand in some cases because it is not possible to train competent stenographers within the 25 week period. However, the use of ABC shorthand has not resolved the problem, even though less time is required to teach this system.

6. Students come to the Center with a positive attitude.

7. Students are subsidized for attending classes, and despite many family responsibilities, attendance has been very good. However, failure of some students seems due largely to non-attendance.

8. Younger students seem to grasp instruction more quickly than older students.

9. There is a definite need for individualized instruction, with a loose sort of homogeneous grouping existing in a given classroom.

The major implications of Mrs. Bell's presentation seemed to be that our instruction should be success oriented. Furthermore, there should be tangible and observable growth in each student and, if this is not present, perhaps the education, and not the student, has failed.

Mr. Leonard Kaltz, stated that his students lack a sense of "self," possess a serious deficiency in the basic skills, and have little understanding of the role of the school. Mr. Kaltz also indicated that his students have a poor attitude towards school work which seems to stem from the fact that subject matter is typically not relevant to the student's present interests and needs.

In response to Mr. Kaltz's presentation, Dr. Freeman emphasized that we should start teaching students at the point where we find them, and we should de-emphasize the mechanical aspects of bookkeeping instruction.

Mr. John Roddy, made the following points:

1. As he sees it, the major problem of his students seems to be one of identity.

2. There is little transfer from written language skills to oral language skills.

3. Formal grammar instruction is considered to be largely irrelevant by students.

4. Students must be exposed to literature and history dealing with black people.

Dr. Wilkerson, in his concluding comments, made some interesting points. He stated that educators should not deal with students from slum conditions as though they were a homogeneous population. These students come to school with marked individual differences and to treat them as a group with similar problems would be ineffective. He feared that teachers might attempt to treat all slum students in a like manner when in reality they possess individual differences. However, Dr. Wilkerson also stated that all students seem to need similar things; such as respect, relevant instruction, and individualized instruction.

Slum school students may not have sources of support outside of the school (such as complete family units) which can compensate for irrelevant instruction to the same degree as do students from middle-class communities. Consequently, in-school instruction has a greater impact on the slum school student than does school instruction on other students, and for this reason, takes on an unusual degree of importance.

CHAPTER III

TEACHING MATERIALS

This section of the report contains 16 teaching units and one content outline for a course of study.

How the Materials Were Developed

The materials presented in this section were developed by each group of participants specifically for their own undergraduate business education program. The participants planned and developed a series of experiences for their undergraduate student bodies with the advice and consultation of high school teaching and supervisory personnel. These teaching materials were further refined by the Institute staff and by outside consultants who are experts in the field of educating the culturally different child. The refined materials were then returned to the participants for examination, revision, and suggestions.

Each unit and course outline developed will be field tested through implementation in the participants' undergraduate business teacher education programs during the first and second semesters of the 1968-69 academic year. Two visitations will be made during the year to each of the colleges represented to evaluate the success of the materials.

It should be cautioned that despite the preliminary revision of these materials, they remain in a developmental stage. It is expected that implementation of the materials in actual undergraduate business teacher education programs will stimulate improvements and further revision of the materials.

The units were developed specifically to be integrated into existing business teacher education courses. Recognizing the reality of an already over-crowded undergraduate program, the units are structured in such manner that they might be easily included into present methods, curriculum, foundation, and student teaching courses. It was felt that units of reasonable length and complexity which were able to be integrated would encourage business teacher educators at other institutions to try out many of the materials developed.

All of the materials were designed to increase the business student's knowledge of culturally different youth and emphasize non-classroom learning experiences. Most of the units, in one way or another, involve the interaction of the business education student with culturally different youth, the community in which they live, or the agencies and organizations which serve them. For many business education students who come from somewhat removed, middle-class suburbia, it is vital that they learn first-hand about culturally different youth and the environment in which these children are nurtured.

In addition, the units were designed to increase interaction between business teacher educators and the culturally different youth and his environment. Most of the units require that the business teacher educator become knowledgeable about the community and make contacts with agencies and organizations serving culturally different communities. If teacher educators are to be effective in the utilization of these units and, more importantly, if they are to improve the capacity of business teachers to teach culturally different youth, these educators must become knowledgeable about the conditions, problems, and resources of the communities in which culturally different youth live.

The materials are presented on the following pages and are arranged according to the college group which will implement them.

TEACHING MATERIALS:
BUSINESS EDUCATION DEPARTMENT,
TEMPLE UNIVERSITY

LEARNING ABOUT THE COMMUNITY IN WHICH CULTURALLY DIFFERENT STUDENTS LIVE

Phase of Program

Principles and Problems of Business Education

Objectives

1. To become acquainted with the environment of a school which serves a ghetto neighborhood.

2. To identify negative environmental influences or factors which culturally different students experience and to explore what might be done in a business education program to assist students to overcome these factors.

3. To identify positive environmental influences or factors and to explore how these factors might be used in business education classes.

4. To encourage the use of established institutions, businesses, and agencies as resources for effective teaching.

Procedures

1. Students will read selected texts and articles describing the slum or ghetto environment and its effects on student attitudes and behavior. (See Bibliography for a partial listing of appropriate readings.)

2. Students will attend a presentation by a community resource specialist in order that they might become familiar with the mechanics of effectively studying the community. A suggested specialist might be a representative from the Temple University Teacher Corps Program.

3. The instructor will divide the class into groups of from two to three students.

4. Each group will be assigned a sector of a ghetto neighborhood surrounding a nearby junior and senior high school.

5. Each group will walk through the assigned sector with a guide who will serve as a resource person. Guides might be representatives from Temple University's Upward Bound Project, a home-school coordinator, or another individual completely familiar with the assigned sector. (One note of caution seems

appropriate at this point--groups should use common sense and discretion when touring these neighborhoods, as many of the inhabitants are understandably sensitive to such activities.)

6. Each group will:

   a. Identify the name and function of the institutions, businesses, and agencies located in their sector such as churches, libraries, social welfare agencies, recreation areas, restaurants, bars, pawn shops, etc.

   b. Observe such things as the number, appearance, ages, and activities of idle males; the appearance, activities, and supervision given to pre-school children; the number, ages, and activities of school age children not in school; the condition of the neighborhood (i.e.: number of abandoned cars, vacant lots, vacated and boarded up buildings, amount of trash, condition of streets, etc.)

   c. Construct a list of the negative and positive environmental influences and factors they have identified.

      (Note: It is important that the instructor or the community specialist help the student in identifying positive environmental influences, as this activity may prove difficult. For instance, the offices of the Young Great Society are physically unimpressive, but the work of this organization is very definitely a positive influence on children living within a given community. The point being made here is that the untrained or uninformed eye may overlook many positive environmental influences.)

   d. Complete a written report on (a) through (c).

7. Sufficient college class time will be set aside so that students can discuss their experiences and findings following the mapping project.

Pre-Planning

1. The instructor will obtain both the community guides and the community specialist.

2. The instructor should develop an observation guide to aid the groups in focusing their attention on specific environmental conditions.

3. The instructor should secure a map of the area surrounding the nearby junior and senior high schools, and locate and assign appropriate sectors for each group to tour.

LEARNING ABOUT THE VARIOUS SOCIAL AND EDUCATIONAL AGENCIES WHICH SERVE CULTURALLY DIFFERENT POPULATIONS

Phase of Program

Principles of Business Education

Objectives

1. To learn the functions of the various educational and social agencies which are designed to educate and/or find jobs for culturally different persons.

2. To identify the major problems of the clients of each of these agencies.

Procedures

1. Students will read brochures, newspaper clippings, magazine articles, and prepared instructor materials on each of the agencies included in Figure 1.

2. One class session (90 minutes) will be devoted to a discussion of the agencies-- their clients, their functions, and their successes and failures.

3. Each group, to which 2-4 students will be assigned, will select an agency which it would like to visit, contact that agency by phone or letter, and then arrange a visit to the agency.

4. Each group will develop an interview or observation guide sheet to provide a focus for their visit. The major points of focus will be the functions of the agency, the clients served, and the successes and failures of the agency to meet those problems.

5. Each group will prepare a written report relating the information gained in item four above. The reports will be duplicated and distributed to the class.

6. One class period will be devoted to discussing the visitations.

7. Each group will write a thank-you note to the agency they visited.

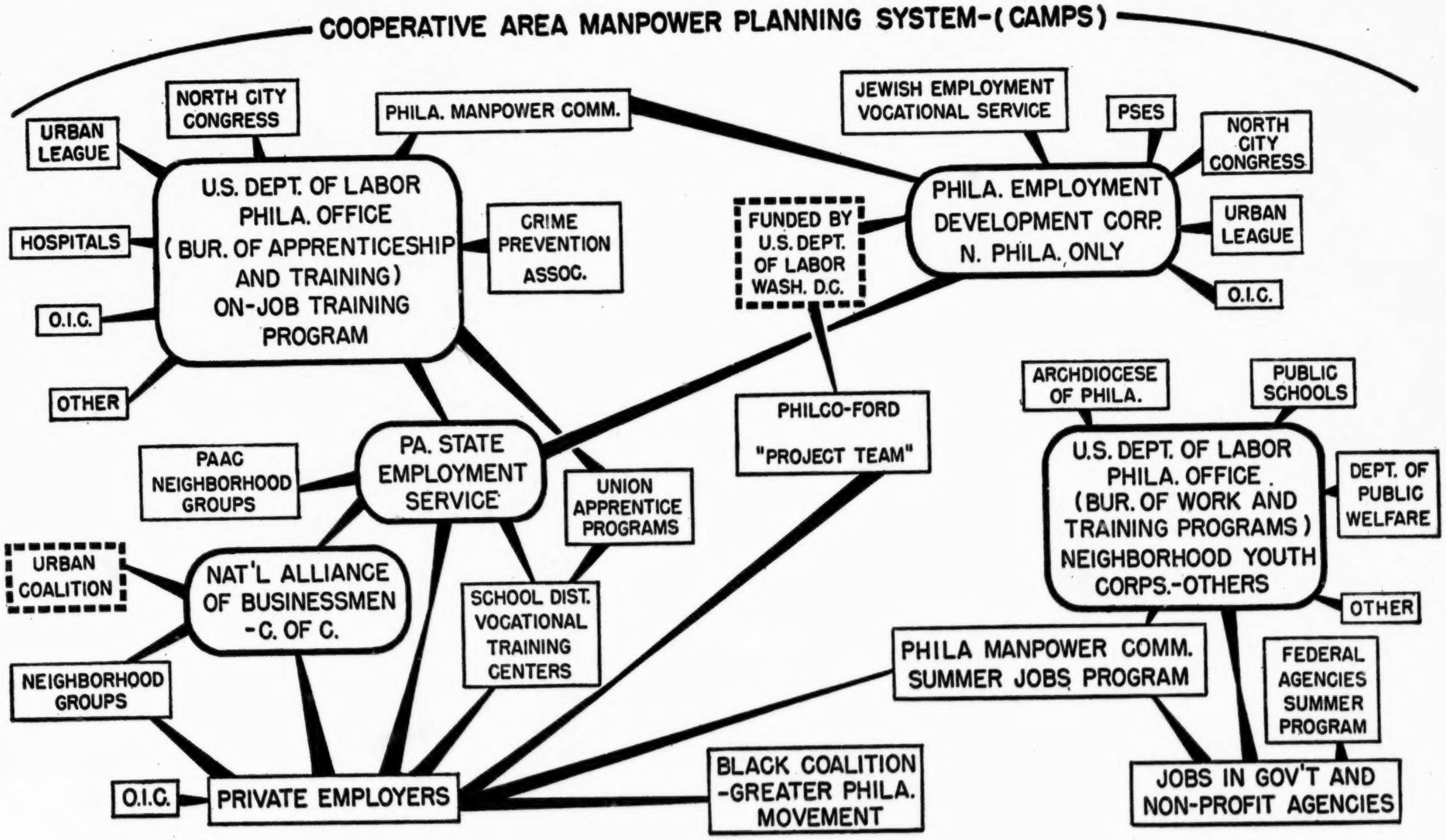
Pre-Planning

1. Instructor will visit each agency himself and secure materials descriptive of the agency.
2. Instructor will duplicate materials for distribution.
3. Instructor will develop "model" visitation guides.
4. Instructor will alert agency to formal student requests for visitation.

Correlated Materials

1. "A Second Chance," NET film reporting the Rodman Job Corps Center in Massachusetts.
2. *On the Outskirts of Hope*, by Helaine Dawson.

Figure 1.


COOPERATIVE AREA MANPOWER PLANNING SYSTEM-(CAMPS)
URBAN LEAGUE
NORTH CITY CONGRESS
PHILA. MANPOWER COMM.
JEWISH EMPLOYMENT VOCATIONAL SERVICE
PSES
NORTH CITY CONGRESS
U.S. DEPT. OF LABOR PHILA. OFFICE (BUR. OF APPRENTICESHIP AND TRAINING) ON-JOB TRAINING PROGRAM
HOSPITALS
CRIME PREVENTION ASSOC.
FUNDED BY U.S. DEPT. OF LABOR WASH. D.C.
PHILA. EMPLOYMENT DEVELOPMENT CORP. N. PHILA. ONLY
URBAN LEAGUE
O.I.C.
O.I.C.
OTHER
PHILCO-FORD "PROJECT TEAM"
ARCHDIOCESE OF PHILA.
PUBLIC SCHOOLS
PAAC NEIGHBORHOOD GROUPS
PA. STATE EMPLOYMENT SERVICE
UNION APPRENTICE PROGRAMS
U.S. DEPT. OF LABOR PHILA. OFFICE (BUR. OF WORK AND TRAINING PROGRAMS) NEIGHBORHOOD YOUTH CORPS.-OTHERS
DEPT. OF PUBLIC WELFARE
URBAN COALITION
NAT'L ALLIANCE OF BUSINESSMEN -C. OF C.
SCHOOL DIST. VOCATIONAL TRAINING CENTERS
OTHER
PHILA MANPOWER COMM. SUMMER JOBS PROGRAM
FEDERAL AGENCIES SUMMER PROGRAM
NEIGHBORHOOD GROUPS
O.I.C.
PRIVATE EMPLOYERS
BLACK COALITION -GREATER PHILA. MOVEMENT
JOBS IN GOV'T AND NON-PROFIT AGENCIES

Source: Philadelphia Bulletin

LEARNING THE SPECIALIZED VOCABULARY OF BLACK STUDENTS IN INNER-CITY SCHOOLS

Phase of Program

Principles and Problems of Business Education, a foundation course for juniors in business education.

Objectives

1. To become familiar with terms and expressions used by black students in inner-city high schools.
2. To develop an appreciation for the language patterns of these students.

Procedures

1. Students will view either "Transforming Dialect," or "Language as a Social Arbiter," (Films from Howard University) to develop an understanding of language differences between Negro and white communities.
2. Students will read sections of On the Outskirts of Hope, by Helaine Dawson, (particularly the vocabulary list presented at the beginning of the text) to assemble a preliminary list of terms and expressions.
3. Students will interview Project Upward Bound students at Temple University and ask these students to identify and show the use of terms and expressions which they feel are commonly used by high school students.
4. Students will visit selected junior and senior high schools in groups of from 2-4 for two half days for the ostensible purpose of becoming acquainted with the facilities and programs of business education in these schools. The ostensible purpose will provide the mechanism for student contact with culturally different students.
5. Student groups will, upon their return to class, listen to an expert from the black community lecture on dialect. Following the lectures, the student groups will discuss with the speaker the terms and expressions they have identified.
6. Two or more student groups will plan 15-minute skits in which they will role play high school students and demonstrate the use of the terms and expressions they have identified.

Pre-Planning

1. Instructor will order film well in advance of class.
2. Instructor will contact the Director of Temple University's Upward Bound Program and arrange for an interview.
3. Instructor will contact the principals and department heads of selected schools to secure their cooperation and arrange for visits.
4. Instructor will organize class into groups of from 2-4 students.
5. Instructor will ask Teacher Corps personnel to recommend a community resource person from the black community who would be qualified to lecture on Negro dialect.

DETERMINING THE ADJUSTMENT PROBLEMS OF CULTURALLY DIFFERENT GRADUATES IN THEIR FIRST OFFICE POSITION

Phase of Program

Methods course

Objectives

1. To determine the adjustment problems of culturally different graduates in their first office position.

2. To determine the success with which culturally different students fill their office positions.

Procedures

1. Students will view slides taken during the 1967 summer office training program sponsored by the Urban League and Drexel Institute. The instructor will explain and describe the office training program for 20 culturally different recent high school graduates.

2. Students will read appropriate sections of On the Outskirts of Hope pertaining to job adjustment problems of culturally different students.

3. Together with instructor, students will prepare interview guide sheets for students in the Drexel program and for their supervisors. The interview guide will include questions pertaining to specific duties performed, the relationship and effectiveness of prior office training for these duties, the need for additional preparation, plans for advancement, perceptions of discriminatory practices or attitudes, difficulties encountered in performing duties, etc. The supervisory interview sheet will include questions pertaining to cooperativeness, ability to follow directions, ability to adjust to new work, ability to get along with others, punctuality, neatness, etc.

   The students will be cautioned to deal with the interview material carefully since some of the questions touch sensitive areas. The students will also be told to assure the graduate and supervisor of the confidentiality of the interview data; that is, the information gained from either source will not be divulged to the other.

The instructor will discuss with the students the reliability of the supervisory ratings and employee interview remarks and will stress the need to construct interview questions which avoid vague generalities.

4. The instructor will contact each graduate to learn where he is working and secure permission for a methods student to visit him on the job. The instructor will then contact the graduate's employer to secure permission to visit the office, interview and observe the student, and interview his supervisor.

5. Each methods student will be assigned to interview one or more graduates and their supervisors and to complete a report describing the experiences.

6. Once the interviews have been completed, one class period will be devoted to discussing the interviews, delineating the adjustment problems discovered, determining how successful the graduates appeared to be filling their positions, and evaluating the relevancy of office training course content. Recommendations for course content and technique in office training classes will be discussed.

OR

After identifying and discussing the problems and successes of the graduates they interviewed, each student will prepare a lesson plan or unit designed to help students overcome one major adjustment problem identified in the discussion.

Pre-Planning

1. The instructor will devise a form letter to be sent to each graduate and his employer describing interest in following-up graduates of the Drexel program and requesting permission to visit and interview the graduates and their supervisors.

BECOMING SENSITIVE TO THE SPECIAL NEEDS OF CULTURALLY DIFFERENT YOUTH

Phase of Program

Typewriting, Shorthand, Bookkeeping and/or General Business Methods classes

Objectives

1. To become acquainted with the specialized needs of culturally different youth.
2. To develop sensitivity to the behavioral expressions of these needs as they are manifested in classroom and school behavior.
3. To explore means through which the teacher may contribute to meeting the needs of students.

Procedures

1. Students will view the film, "The Way It Is" (NET)
2. Students will read appropriate sections of On the Outskirts of Hope, pertaining to student needs.
3. One to two sessions (90 minutes each) will be devoted to discussing each of the major needs of youth according to Maslow's hierarchy:

    a. Physical Needs
    b. Need for Safety
    c. Need for Belonging
    d. Need for Self-Esteem
    e. Need for Self-Actualization

    Each of these needs will be discussed in terms of the conditions, problems, and situations which contribute to the failure of these needs being met for culturally different youth in inner-city schools. Concrete examples of each need will be discussed. Behavior which may indicate that these needs are not being met will also be discussed. The Educational Psychology Department of Temple University will be consulted to recommend a person qualified and experienced in inner-city education problems to lead the discussion.

4. The class will be divided into four groups relating to Maslow's first four needs.

5. Each student will read from the following materials to collect data pertaining to the particular need under consideration by his group:

   Growing up Poor, by Catherine S. Chilman
   Low-Income Life Styles, by Lola M. Irelan
   Two Blocks Apart, by Charlotte L. Mayerson
   Children in Crisis, by Coles
   About the Poor, by Elizabeth Herzog

6. Each group will develop an observation sheet for use during classroom observations which will assist them in recording behavior which they hypothesize as evidences of the particular need they are studying.

7. Each group will visit a nearby junior or senior high school, and be assigned to observe a business education class. (The group could be broken up, if large, and be assigned to several classes).

8. Each group will then observe their assigned class and record behavior of pupils which they believe are evidences of their assigned need.

9. After the class, the group will discuss their hypotheses with the teacher to verify their observations of student behavior.

10. Upon returning to class, each group will report to the entire class giving the results of their observations and teacher interviews. This report will include not only the factual accounting of the student's behavior, but also the feelings of the group as to the climate of the classroom and the feelings of everyone involved. These reports will be discussed by the class under the direction of the educational psychologist.

11. Each group will compile a written report offering suggestions for classroom activities in the high school for helping students fulfill the basic need considered by the group.

OR

1. This unit might use the same mechanism included in the unit entitled, "Appreciating the Special Learning Problems of Culturally Different Students." That mechanism is the tutoring experience. If so, procedures 1-5 above are retained and procedures 6-12 are changed to the following:

6. Each student will examine his anecdotal records from the tutoring experience, his notes relative to the student's past school records, and his notes of the interviews with various school personnel about the child to identify behavior which might be indicative of the need category assigned to his group. In short, the student will hypothesize needs from the behavior he has observed in his tutoring experience.

7. The students, working together in their assigned groups outside of class, will propose classroom activities designed to help culturally different high school students to fulfill the basic need considered by their group.

8. One to two class sessions (90 minutes each) will be used to permit students to discuss their findings and recommendations with the educational psychologist.

Pre-Planning

1. Instructor will order film well in advance of unit.

2. Instructor will prepare a bibliography of appropriate reading materials pertaining to each need.

3. Instructor will prepare model interview sheets to serve as a guide to students.

4. Instructor will contact principals and department heads in selected inner-city high schools to arrange for student visits, observations, and interviews.

APPRECIATING THE SPECIAL LEARNING PROBLEMS OF CULTURALLY DIFFERENT YOUTH

Phase of Program

Typewriting, Bookkeeping, Shorthand, and/or General Business Methods Classes

Objectives

1. To identify specific cognitive and affective learning problems of culturally different students in business education subjects.
2. To permit methods students to teach, on a one-to-one or small group basis, a culturally different student in business education content.
3. To explore means of helping culturally disadvantaged students to overcome their learning problems.
4. To provide each methods student with a personal frame of reference during the methods course. The tutored child will provide a subject for existing methods presented in the methods course and will provide "reality" to the materials read by the students and classroom discussion.

Procedures

1. Students will read a section of *On the Outskirts of Hope*, and review *Pygmalion: A Self-Fulfilling Prophecy*, to compile a preliminary list of specific cognitive and affective learning problems of culturally different students along with specific means to alleviate or overcome those learning problems.
2. Students will review the materials and reports developed in the units, "Learning About the Special Needs of Culturally Different Students," completed in Principles and Problems of Business Education, "Developing the Prospective Teacher's Ability to Identify with Culturally Different Students," and "Learning the Specialized Vocabulary of Culturally Different Students."
3. One class period (90 minutes) will be devoted to a discussion of the student's identification of the learning problems of culturally different students as garnered from reading.
4. Each student will be assigned to a business teacher in selected inner-city schools for the purpose of providing tutoring or small group instruction to students who are

experiencing learning problems in business education subjects. The student will be assigned according to his subject matter specialty.

5. During the tutoring experience, methods students will study the child or children they are teaching by examining counselor records, interviewing the school-community coordinator, interviewing the attendance or discipline officer, interviewing the school nurse, and/or discussing the children with the teacher.

6. Each student will spend one period, from three to five days per week, for four to five weeks at his assigned school tutoring. The exact schedule will be arranged in consultation with the teacher and methods student. Each student will maintain an anecdotal record of each tutoring experience using the format found at the end of this unit.

7. Each student will re-read and evaluate his daily anecdotal record at the end of his tutoring experience to assess his progress and effectiveness. This self-evaluation should be included in a written report along with cognitive and affective learning problems identified and the success of teaching techniques employed to alleviate the problems.

OR

8. The discovery approach may be used in this unit by rearranging the procedures to the following order: 1,2,3,4,6,7,5. That is, methods students may first tutor their subjects and maintain the anecdotal record of the strategies they used and their effectiveness on their subjects. At the end of the tutoring experience, the methods students will study their anecdotal records to "discover" those teaching strategies which appeared to be most successful for their subjects. Finally, the methods students will study counselor records, interview specialized school personnel, and discuss their subjects with teachers. Re-ordering the procedures will permit the methods students to compare their feelings about their subjects, their analyses of their subjects' learning problems, and their experiences with various teaching strategies to those of the specialist, teachers, and counselors.

Pre-Planning

1. Instructor will identify the subject matter specialties of his students.

2. Instructor will contact the department heads of selected inner-city schools to arrange for student assignment to teachers.

3. Instructor will duplicate anecdotal record forms, if these are used.

ANECDOTAL RECORD OF TUTORING EXPERIENCE

Name ____________________ Date ____________________

Objective Comments	Subjective Comments
1) Actual behavior observed	1) Personal feelings of teacher toward behavior
2) Teacher management of behavior	2) Evaluations of management of behavior
3) Student response to management	3) Hypotheses for future action, management, or causes of student behavior

DEVELOPING THE STUDENT TEACHER'S SENSITIVITY TO THE PROBLEMS OF THE CULTURALLY DIFFERENT STUDENT'S TRANSITION FROM SCHOOL TO WORK

Phase of Program

Office Practice and Methods--a course taken concurrently with student teaching.

Objectives

1. To recognize the reality of discrimination in hiring practices and the effect such practices have on the perceptions of culturally different office education students.
2. To identify the adjustment problems of culturally different students who secure office positions.
3. To collect information pertaining to the kinds of office positions available to culturally different students who graduate from office education programs.
4. To compare the perceptions held by supervisors, businessmen, and representatives of vocational training programs and specialized agencies relative to the potential employability of culturally different students.
5. To identify attitudes and perceptions held by culturally different students toward office work, supervisors, co-workers, and employers which may need changing or modification to improve their employability.
6. To identify the gaps in the skills, knowledges, and abilities which inhibit culturally different students from securing or maintaining office positions.

Procedures

1. Student teachers will review materials, brochures, and notes relating to the Opportunities Industrialization Center, Philadelphia Employment Development Corporation, and Manpower Development Training Center in order to acquaint themselves with the functions of these agencies. In addition, this review will also aid in orienting the student teachers to the remainder of this unit.

   As further orientation, a representative from the Philadelphia Job Mobile might speak to the student teachers. These people, who have come into direct contact with the culturally different unemployed worker, can provide the class with many and varied insights relative to attitudes and perceptions held by these people.

2. Each student teacher will select four culturally different students who are currently participating in a cooperative office work experience program. These students will be used for in-depth study.

3. The student teacher will discuss with each of his selected students the student's perceptions of his present position, his supervisor, his company, and his future with the company. The purpose of this discussion is to reveal the students' attitudes towards their co-workers, supervisors, and companies. In addition, this discussion should reveal how these students feel their companies feel toward them. The questions to be used in this discussion will be developed by the student teacher. Examples of possible questions are found in Exhibit A.

4. Each student teacher will then arrange to visit his students' on-the-job supervisors. The purpose of this visit is to determine the supervisors' attitudes toward the students. This phase of the unit might be best completed in the guise of an on-the-job evaluation, rather than an offensive interview that might alienate the supervisor and jeopardize the students' employment position. Some possible questions are illustrated in Exhibit B.

5. The student teacher will then prepare a report containing the following:

    a. A description of each student's job
    b. A description of each student's attitudes and perceptions
    c. A description of each supervisor's attitudes and perceptions toward the students
    d. An analysis and comparison of (a) through (c)

Pre-Planning

1. The instructor will arrange for the panel discussion.

2. The instructor might develop sample letters for contacting the employers and supervisors to arrange for the visit and interview with the supervisors.

3. The instructor will assist the student teachers in the development of the guides for interviewing the students and the supervisors and in the development of the background data.

Correlated Activity

As an optional correlated activity to the unit described previously in steps 1-5:

1. The student teachers, using their visitations and interview experiences, will prepare a series of questions they have relative to the potential employability of culturally different students in office work; attitudes of supervisors, co-workers, and employers toward these students; discriminatory practices of employers; behavior regarded as unacceptable or undesirable by supervisors, co-workers, and employers on the part of the culturally different office worker; and skills, knowledge, and abilities necessary for success in office work.

2. Using the questions developed above, the student teachers will question a panel of representatives from specialized vocational training programs, businesses, governmental agencies, and other institutions. The panel will be representative of the following kinds of persons and institutions:

    a. Bureau of Employment Security
    b. Philadelphia Employment Development Corporation
    c. Opportunities Industrialization Center, Inc.
    d. Manpower Development Training Centers
    e. National Alliance for Business
    f. JOBS
    g. School placement officers
    h. Personnel directors of major employers in Philadelphia

3. Following the panel discussion, the student teachers will:

    a. Identify the attitudes and perceptions held by the culturally different students they studied toward office work, supervisors, and co-workers, which may need to be changed or modified to improve their employability.

    b. Identify gaps in the skills, knowledge, and abilities of culturally different students which seem to inhibit them from securing or maintaining office positions.

    c. Specify techniques or activities which they might include in office practice classes for (a) and (b).

    d. Identify the agencies or company personnel who might serve as useful contacts when assisting a student to secure office positions.

    e. Identify specific positions in which culturally different students have been hired and appear to have been successful.

EXHIBIT A

Some Possible Questions to Use When Interviewing Students

1. Briefly describe your job.

2. What are your major duties?

    a. What are your regular duties (daily, weekly, monthly)?

    b. What are your irregular or sporadic duties?

3. Does your job involve meeting the public in any way? Describe these duties?

4. Do you work alone or with other people?

5. What kinds of decisions do you make on your own?

6. How closely does your supervisor check your work?

7. How did you learn the duties of your position?

8. What do you like most about your job?

9. What do you dislike about your job?

10. How do you feel about your supervisor?

11. How do you feel about your co-workers?

12. What kinds of problems did you experience when you began working on your present job?

13. Did you have difficulty finding or securing an office job? Why do you think you had difficulty (if yes)?

14. Do you want to stay with your present employer?

15. Do you think you can secure a promotion? On what basis? Why or why not?

EXHIBIT B

Some Possible Questions to Use When Interviewing the Supervisor

1. How satisfactory has__________ been in his present position?

   a. Quality of work performed:

      __________ High
      __________ Adequate
      __________ Low

   b. Dependability:

      __________ Completes assignments
      __________ Works only under supervision
      __________ Seeks excuses
      __________ Unreliable

   c. Attendance:

      __________ Regular
      __________ Irregular

   d. Initiative:

      __________ Shows evidence of initiative
      __________ Lacks initiative

   e. Ability to concentrate:

      __________ Once given assignment, concentrates on it
      __________ Attention to task waivers

   f. Cooperation with supervisor:

      __________ Always willing to cooperate
      __________ Generally cooperative
      __________ Generally incooperative

   g. Attitude:

      __________ Enthusiastic
      __________ Agreeable
      __________ Disagreeable

   h. Ability to follow instructions:

      __________ Very good
      __________ Acceptable
      __________ Poor

i. Ability to communicate with supervisor:

__________ Very good
__________ Acceptable
__________ Poor

j. Attitude toward regulations:

__________ Shows respect for regulations
__________ Complies; but rather indifferently
__________ Antagonistic in compliance
__________ Disregards regulations

2. In what areas do you feel that __________ needs to improve?

3. In what areas do you feel that _________ excels?

4. How does __________ get along with the other workers?

5. Do you feel you could recommend ________ for promotion? Why or why not?

6. To what kind of position in the company might __________ be promoted in the near future? In the more distant future?

7. How well does __________ handle customers or other publics?

8. What attitudes does __________ display which you feel are inappropriate or undesirable?

9. What attitudes does __________ display which you feel are helpful or useful?

TEACHING MATERIALS:
BUSINESS EDUCATION DEPARTMENT,
DREXEL INSTITUTE OF TECHNOLOGY

DETERMINING THE EXPECTANCIES OF SUPERVISORS OF CULTURALLY DIFFERENT OFFICE WORKERS AND THE OFFICE WORKERS THEMSELVES TOWARD THEIR POTENTIAL FOR OCCUPATIONAL SUCCESS

Phase of Program

Principles of Business Education, any methods class, and/or Student Teaching

Objectives

1. To determine the expectancies of supervisors regarding the potential for occupational success of their culturally different office workers.
2. To determine the expectancies of culturally different office workers toward work and their ability to achieve in office work.
3. To determine the congruence between supervisor and office worker expectation.

Procedures

1. Students will read or review Pygmalion: The Self-Fulfilling Prophecy, and Realities of the Urban Classroom.
2. A small committee of students will discuss with the instructor the various kinds of informal and casual questions which might be asked of the supervisors and employees to determine their expectancies for occupational success. The questions would be on the order and level of those described in the previous unit.
3. The student committee will visit nearby offices which employ large percentages of both black and white office workers for the ostensible purpose of observing and learning about office work.
4. The committee will interview a supervisor and ask the supervisor about the various duties of the office workers under his supervision. Through such a discussion, the committee will identify office workers whom the supervisor expects to be high and low achievers.
5. The committee will ask the supervisor for permission to interview the office workers identified above and will divide themselves up for this purpose.

6. Each student will interview one of the office workers identified above about his work. In the course of these interviews, the students will question the workers about their expectancies for job success.
7. The student committee will report the findings and observations obtained from the interviews to the rest of the class. The class discussion might focus on experiences and/or classroom activities which the business teacher can structure to assist students to fulfill their expectancies for occupational success.

Pre-Planning

1. The instructor will arrange for student visits and interviews at nearby offices employing both black and white office workers.

LEARNING ABOUT THE SPECIALIZED SCHOOLS WHICH PROVIDE TRAINING AND RETRAINING FOR CULTURALLY DIFFERENT STUDENTS

Phase of Program

All students are required to enroll in three methods courses and a student teaching seminar. One visitation will be planned for each student during each course and seminar. Visits will be so arranged as to insure that each student will have visited both regular public inner-city schools and specialized educational agencies by the time they have completed methods and student teaching.

Objectives

1. To learn the nature and functions of the variety of educational agencies which serve culturally different students.
2. To identify specialized teaching techniques and/or agency services not usually included in regular public and parochial high schools.
3. To compare the functions, techniques, services and teacher attitudes observed in specialized institutions to those observed in the public inner-city high schools.

Procedures

1. Students will read brochures, newspaper articles, and other publications which describe the work and programs of the agencies included in the unit.
2. Students will develop a list of topics and questions to provide a focus for their observations and interviews. The list might include such items as are included in the "Possible Check List Items" provided at the end of this unit.
3. General arrangements for cooperation between Drexel and the institutions to be visited will be made by the Coordinator of Business Teacher Education.
4. Specific arrangements for observations will be made by each student himself.
5. Students will visit institutions designed to provide training and education to culturally different students, such as Opportunities Industrialization Centers, Manpower Development Training Centers, Upward Bound Projects, Storefront schools

and regular public high schools in the inner-city. During their visitations, they will receive a tour of the physical facilities, talk with various agency personnel, observe several classes in session, and discuss the problems of teaching with one or more of the teachers they observed.

6. Students will prepare a complete written report following their observations using the observation form they have developed.

7. Students will discuss their experiences during method classes and the student teaching seminar. Whenever possible, a college-based person knowledgeable about the agencies visited will serve as a resource person during the discussions.

OR

8. This unit could be divided into two units focusing on 1) the nature and functions of the specialized educational agencies and 2) a comparison of the teaching strategies and techniques used in inner-city schools to those employed in the specialized educational agencies.

Pre-Planning

1. The Coordinator of Business Teacher Education will secure a list of high schools and specialized educational agencies willing to cooperate and the names of persons to contact and teachers to observe.

2. Each instructor will visit the agencies which his students will visit, learn the functions of the agencies, and collect materials which the students may read to prepare themselves for the experience.

3. Each instructor will arrange for the services of a college-based person knowledgeable about the agencies included in the unit to serve as a resource person during student discussion of their experiences.

POSSIBLE CHECK LIST ITEMS

1. Functions of agency:
    a. Describe specific programs which the agency administers.
    b. Describe the nature of the student populations served by the agency.
    c. Describe the functions of the personnel you interviewed or met.
    d. Describe the relationships of the agency to other institutions.
    e. What are the sources of funds for the agency?
    f. What are the names and addresses of persons you might wish to contact when you are teaching regularly?
2. Specialized teaching strategies:
    a. What standard teaching techniques did you observe; i.e., question and answer, demonstration, discussion, lecture, role playing?
    b. What specialized instructional techniques did you observe?
    c. In what ways did the teacher attempt to make material relevant to the students he was teaching?
    d. In what ways did the teacher attempt to provide variety during instruction?
    e. In what ways did the teacher attempt to overcome the difficulties of language usage or poor reading skills of his students?
    f. How did the teacher attempt to instill self-esteem in his students?
    g. Describe specific instances in which the teacher revealed his knowledge or ignorance of the community from which his students come.
    h. What aspects of the teacher and instructional program do you feel increased pupil motivation to learn?
    i. What aspects of the teacher and instructional program do you feel decreased pupil motivation to learn?

3. Teacher attitudes toward students:

    a. Describe specific instances in which the teacher demonstrated empathy, indifference, or dislike toward his students.

    b. Describe the teacher's behavior towards his students learning abilities or problems.

    c. Describe the teacher's actions in discipline matters you observed.

4. Student responses:

    a. How well do you feel the students accepted or related to the teacher or the instructional program? Justify your position by recounting specific acts of student behavior.

    b. What do you feel made students accept or reject the teacher or the instructional program? (For example, patience, relevance of subject matter, willingness to hear opinions, non-teacher dominated classroom, use of diversified instructional techniques, individual interest for pupils, quasi-counseling role, etc.)

INDENTIFYING THE VOCATIONAL GUIDANCE AND PLACEMENT PRACTICES USED BY INNER-CITY SCHOOLS AND SPECIALIZED EDUCATIONAL AGENCIES

Phase of Program

Same as previous unit.

Objectives

Basically, this unit is nearly the same as the previous unit except that it focuses upon the vocational guidance and placement practices used by the schools and agencies studied.

Procedures

Same as in previous unit except that the emphasis in the visitations and interviews with agency personnel will be on guidance and placement practices. The end result of this unit will be the identification and comparison of the guidance and placement activities of inner-city schools to those of the specialized educational agencies (see "Possible Check List Items" on next page).

POSSIBLE CHECK LIST ITEMS

1. What, if any, aptitude, psychological, and prevocational tests are given to ascertain the types of jobs for which each student is best suited?

2. By whom are these tests administered, and are they followed up by the proper vocational orientation, guidance, and counseling?

3. Is vocational guidance built into the educational program, and is it on-going?

4. What are the types of counseling activities, and how much time is spent on each?

5. Is effectiveness of the counseling program measured by student participation, cooperation, and reaction?

6. What is the ratio of personal counseling personnel time to vocational counseling personnel time?

7. How successful is the counseling program in terms of job or school placement?

8. Are follow-up studies completed to determine the extent of graduates' success or failure on the job?

9. Is there a mechanism whereby follow-up studies result in changes and improvements in the instructional and counseling programs?

10. How are teachers involved in the guidance-placement program?

11. How is the business and/or local community involved in the guidance-placement program?

12. What activities are provided for students to increase their knowledge about occupations in which they are interested?

13. What activities are provided to increase the span of occupational or career interests of students?

WORKING IN AN AGENCY SERVING CULTURALLY DIFFERENT POPULATIONS

Phase of Program

Cooperative work experience job. (Every student at Drexel must work a specified length of time in his academic area for graduation.) The work experience job phase will take place during the summer previous to the senior year.

Objectives

1. To meet the work experience requirement for graduation.
2. To learn thoroughly, the functions, programs, and personnel at an agency serving culturally different persons.
3. To develop empathy and understanding for the problems of culturally different persons.
4. To become better acquainted with the community, the agencies which serve it, and their potential use to a business education teacher.

Procedures

1. The Department of Business Education will contact appropriate agencies serving culturally different populations to explain the purpose of the unit and to determine the nature and quantity of positions available in the agencies. Agencies which might be contacted include:

    Opportunities Industrialization Centers
    Day Care Centers
    Addictive Diseases Council
    Health and Welfare Council
    Child Care Agency
    Juvenile Detention Home
    Foster Care and Adoption Agency
    Migratory Workers Agency
    Community Action Councils
    Family Services Agency
    Salvation Army
    Children's Aid Society
    Mental Health Services
    Hospital Clinics
    Young Great Society
    Black Coalition
    Philadelphia Employment Development Corporation

Urban League
National Association for the Advancement of
  Colored People
Congress of Racial Equality

2. Students needing work experience will be contacted prior to the summer session through normal departmental channels. The students will be apprised of the positions available, the pay, the nature of the agency, the nature of the positions, the person to contact, and other pertinent information, and will be encouraged to participate.

3. The person responsible for identifying positions available and communicating this information to students will become the instructor for a summer seminar series which will meet once each week during the summer. The purpose of the seminar will be to permit the students to share their experiences, to provide support to the students for the emotional impact of the experience, and to help individuals who might be experiencing difficulty.

4. When appropriate, agency personnel should be invited to participate in the seminar series to lend perspective to the student's discussions and to help answer their questions.

5. Each student will be required to complete a report pertaining to the agency in which he works. The report will cover:

    a. The functions of the agency and the personnel and their major duties.

    b. The problems of the agency clients and the programs of the agency which are designed to alleviate or resolve the problems.

    c. How the agency or its personnel might be used by business education teachers.

6. The complete student reports will be duplicated and distributed to every seminar participant.

7. The instructor will visit each student on the job at least once during the summer to determine how well the student is adjusting to his work. However, the instructor will be available to the students whenever they feel they are experiencing problems or need a "shoulder to lean on."

Pre-Planning

1. The instructor will identify and contact appropriate agencies to explain the nature of the program and to learn the availability of positions.

2. The instructor will promote the program to the students through bulletin board displays, classroom memorandums, and special meetings for interested students.

3. The instructor will arrange for selected agency personnel to participate in the seminar discussions with students.

TEACHING MATERIALS:
BUSINESS EDUCATION DEPARTMENT,
RIDER COLLEGE

DETERMINING THE EXPECTANCIES OF LEARNING POTENTIAL HELD BY CULTURALLY DIFFERENT STUDENTS AND THEIR TEACHERS

Phase of Program

Typewriting, Shorthand, Bookkeeping, and/or General Business Methods classes

Objectives

1. To determine the expectancies of teachers regarding the potential for learning of their culturally different students.
2. To identify teacher behavior consistent with teacher expectancy.
3. To determine the expectancies of culturally different students toward school and their ability to achieve in school.
4. To determine the congruence between teacher and student expectancies.

Procedures

1. Students will read Rosenthal and Jacobson's Pygmalion: The Self-Fulfilling Prophecy, and Moore's Realities of the Urban Classroom.

2. A small committee of students will discuss with the instructor the various kinds of informal questions which might be asked of culturally different students and their teachers to determine their expectancies for learning potential.

   Teacher questions might be: "Which of your students do you expect to achieve most this year? Why? Which do you expect to achieve least? Why?" Student questions might include: "In what class do you expect to learn most? Why? In what class do you expect to learn least? Why?"

3. The student committee will visit a nearby school in which there are large percentages of both black and white students for the ostensible purpose of observing the learning-teaching situation. Each student will be given the assignment of observing one teacher's class for an entire week. During the course of that week, the student will:

   a. Ask, in an informal and casual manner, the teacher to point out expected high and low achievers in the class.

b. Discuss with the teacher the reasons for his or her predictions for high and low achievement for the students.

c. Discuss with the expected high and low achievers their expected success in school during the year.

d. Observe teacher behavior which seems consistent with his expectancies for the students.

4. Each member of the student committee will report to the rest of the class his observations relative to teacher expectancy, student expectancy, and teacher behavior. The class will discuss the comparison of teacher expectancy to student expectancy and the comparison of teacher behavior to the expectancies of both students and teacher. Implications for business teachers should be an important part of the discussion.

5. All students will then complete a written report analyzing what their expectancies would probably be of the students described by the student committee and what problems and implications these expectancies will pose for them as new teachers.

OR

6. Several committees might be utilized to observe and interview at the second, sixth, and tenth grade levels to compare the changes in expectancies of both students and teachers at these grade levels. Ordinarily, one finds that young culturally different youth expect to achieve most and older culturally different youth expect to achieve least, since repeated failure has often been the latter's experience.

Pre-Planning

1. Instructor will contact nearby schools and make arrangements for student committee members to visit and observe.

2. Instructor will emphasize with student committee members the importance of being informal and casual when determining student and teacher expectancies toward student learning potential. It is important that the committee members ask questions relating to learning potential within the context of casual discussions of other topics such as homework assignments or school athletic events.

IDENTIFYING THE CHARACTERISTICS AND ACTIVITIES OF SUCCESSFUL TEACHERS OF CULTURALLY DIFFERENT STUDENTS

Phase of Program

Any business education methods class

Objectives

1. To characterize the successful business education teacher of culturally different students.

2. To identify the teaching activities and practices that appear to be successful with culturally different students.

Procedures

1. The students will read appropriate sections of the following to help them see the need for this unit:

   a. On the Outskirts of Hope, Helaine Dawson

   b. Death at an Early Age, Jonathan Kozol

2. To develop further the need for improving instructional methods of teachers of the culturally different, the students will:

   a. View the film, "The Way It Is," (NET) which vividly portrays classroom situations in ghetto schools and the attitudes of teachers and students in these schools.

   b. Question a panel of business education dropouts and/or various outspoken representatives from community ghetto groups interested in improving the education of culturally different children. This activity should bring forth many comments indicating the inadequacy of high school teachers (including business education teachers) when dealing with the culturally different child.

3. The methods students will be divided into small groups.

4. From a list of business education teachers developed by the instructor, each group will select one teacher to observe for five to ten class periods over a one to two week period.

5. During the period of observation, the students will complete anecdotal reports describing the activities of the classroom teacher. Specifically, the students should note the classroom teacher's teaching techniques, use of reinforcement, classroom management, use of resources, empathy, etc.

6. When possible, the students will dicuss their observations with the classroom teacher and determine the reasons for certain activities.

7. After each observation, each group will expand and update the list of teaching characteristics and activities that appear to be successful when dealing with culturally different students.

8. Upon completing the observations, sufficient class time will be devoted to the pooling of the students' experiences and the building of a profile(s) of the characteristics of successful teachers of the culturally different child. A sociologist, educational psychologist, or a representative from a specialized project such as the Teacher Corps or Upward Bound might serve as a resource person during this period of time.

9. Each student will then be asked to analyze his own attitudes and personal characteristics, in light of the profile(s) developed during the group sessions, to determine personal strengths and weaknesses. It is also suggested that this activity be repeated during the period of student teaching.

Pre-Planning

1. The instructor will identify business teachers who are considered to be successful in teaching culturally different students. This might be accomplished by questioning principals, department chairmen, and/or business education supervisors. In addition, if the instructor has developed community contacts, these might also be used to identify successful teachers. Ideally, criteria should be established for selecting successful teachers based on the success of a particular teacher's students.

2. The instructor will contact the principals, department chairmen, and the successful teachers to arrange for the students' visits and observations.

3. The instructor will order the film, "The Way It Is," in advance of the unit.

4. The instructor will arrange for the panel discussion.

Correlated Readings

1. Goldstein, Bernard. *Low Income Youth in Urban Areas*. New York: Holt, Rinehart and Winston, Inc., 1967.

2. Passow, A. Harry (ed.). *Education in Depressed Areas*. New York: Teachers College Press of Columbia University, 1962.

3. Pettigrew, Thomas F. *A Profile of the American Negro American*. Princeton, New Jersey: D. Van Nostrand Company, Inc., 1964.

4. Sylvester, Robert. *Common Sense in Classroom Relations*. West Nyack, New York: Parker Publishing Company, 1966.

LEARNING TO DEVELOP RELEVANT LEARNING EXPERIENCES FOR AN INNER-CITY CONSUMER ECONOMICS CLASS

Phase of Program

Methods of Teaching General Business Subjects

Objectives

1. To learn techniques for developing relevant learning experiences for culturally different students.

2. To learn how to utilize community resources and experiences in the development of learning activities.

3. To identify specific consumer buying habits of culturally different persons which may be inefficient, or undesirable in terms of making the most of one's financial resources.

4. To develop a unit of instruction designed to improve one or more of the undesirable or inefficient buying practices identified in #3.

Procedures

1. Students will analyze one syllabus and one textbook commonly used in high school consumer economic classes to acquaint themselves with the typical content of the subject area.

2. Students will view the film, "The Poor Pay More," (NET) which vividly portrays the ignorance of proper buying practices existing in inner-city communities.

3. The instructor will divide the class into small groups of from two to three students each. Each group will select an appropriate community agency which may have information pertaining to the buying practices of culturally different consumers and develop a series of questions they feel their agency might be able to answer for them. The questions might include such items as:

    a. Consumer practices of culturally different persons pertaining to buying, budgeting, saving, and borrowing.
    b. Knowledge held by culturally different persons pertaining to advertising, sales promotion, seasonal buying, etc.
    c. Services, programs, practices, or activities of the agency designed to aid culturally different persons to become better consumers or to protect culturally different persons from unfair or illegal selling practices.

4. Each group will contact the agency they have selected and arrange to visit the agency, tour the facilites, and interview various agency personnel relative to the questions they have developed. Some suggested agencies might include:

    a. Better Business Bureau
    b. National Retailers Association
    c. Consumer Protective Association
    d. District Attorney's Office
    e. National Automobile Association
    f. Credit Bureaus
    g. Opportunities Industrialization Center, Inc.

5. One or more groups will contact supermarkets, five-and-dime department stores, and discount chain stores serving predominantly culturally different populations and arrange to work without fee as a "bag men"--a person who packs groceries and other purchases into shopping bags after the items have been "rung up" on a cash register. The students in these groups will observe the actual purchases of culturally different persons and discuss the promotional strategies used by the store with the manager or sales manager.

6. After obtaining information about consumer buying practices from community experiences, the students should discuss their experiences thoroughly in class. The outcomes of the discussion should include a summary of the prevailing buying practices, reasons or probable causes for these practices, and possible classroom strategies for improving the prevailing buying practices.

7. The instructor should re-divide the class into small groups of from three to four persons each. The groups should be so organized that each should contain one student who served as a "bag man" and other students who had visited different agencies.

8. Each group should develop a teaching unit suitable for a consumer economics class comprised of culturally different students. The teaching unit should be designed to improve one or more of the undesirable or inefficient buying practices identified in the field experiences and should include the use of the community agencies visited.

Pre-Planning

1. The instructor should make available textbooks and course outlines in consumer economics.

2. The instructor should order the film, "The Poor Pay More," in advance of the unit.
3. The instructor should identify appropriate agencies and chain stores which students might visit.
4. The instructor should provide a suggested outline for the teaching unit.
5. The instructor will make arrangements for the employment positions described as "procedure 5."

LEARNING TO DEVELOP AND USE BUSINESS GAMES TO MAKE LEARNING MORE RELEVANT TO CULTURALLY DIFFERENT STUDENTS

Phase of Program

Methods of teaching general business subjects

Objectives

1. To learn how to develop and use the game approach to make learning experiences more interesting and relevant to culturally different students.

2. To learn to develop and use the game approach as a means to stimulate in culturally different students, the desire to own or operate a business and to expose these students to the complexities and ramifications of business operation.

3. To learn the location and functions of businesses and institutions surrounding a high school serving culturally different students which are helpful in operating and/or owning a business.

4. To identify special problems associated with small business ownership and operation in a culturally different community.

5. To develop a model game for a slum business which can be adapted by the methods student when he becomes a regular teacher.

Procedures

1. The methods students will read selected articles on the development and utilization of games in business administration, guidance, and business education to gain a background in game development and application.
   Suggestions:

   a. Babb, E.M. and L.M. Eisgruber. Management Games for Teaching and Research (Chicago: Educational Methods, Inc., 1966).
   b. Clawson, C.J. "Simulation of Consumer's Decisions," Computers and Automation, Vol. 8, No. 3 (March, 1959), p. 12.
   c. Hansen, K. "The Reinsurance Game," Journal of Insurance, Vol. 28, No. 6 (June, 1961), pp. 11-18.
   d. Herder, J.H. "Do-it-Yourself Business Games," Journal of the American Society of Training Directors, Vol. 14, No. 9 (September, 1960), pp. 3-8.

   e. Anderson, Lee F., et. al., A Comparision of Simulation, Case Studies, and Problem Papers in Teaching Decision-Making (Northwestern University, Evanston, Illinois, 1964).

2. The methods students will view the film, "Napoli," (Western Behavioral Sciences Institute, 1121 Torrey Pines Road, LaJolla, California) which demonstrates the use of business games in the classroom.

3. The methods students will examine existing games such as:

   a. Life Career Game, Dr. Sarane Babcock, Academic Game Associates, 305 Charles Street, Baltimore, Maryland.
   b. Consumer Games, Gerald Zaltman, Academic Games Associates, same address.

4. The methods students will survey a slum area adjacent to a high school to determine some of the prevailing small businesses which culturally different youth encounter. Examples might be a barber shop, beauty salon, small grocery store, bar, restaurant, drug store, real estate office, gasoline service station, pawn shop, small loan company, and street vendors.

5. The instructor will divide the class up into small groups of students. The students will select one business and study economic, legal, financial, and other problem areas pertaining to organizing, owning, and/or operating the business, such as:

   a. Zoning ordinances and building requirements
   b. Locating the business
   c. The demand for the particular product(s) or service(s)
   d. Required capital and financial arrangements
   e. Sources of supply
   f. Personnel requirements and procedures
   g. Taxation and accounting requirements
   h. Policy making
   i. Distribution of profits
   j. Insurance and risk
   k. Nature and extent of competition

   Each problem area identified will be studied in relation to starting, owning, or operating a business in the slum area surveyed.

6. Using the data obtained by the committees in step 5 above, and knowledge of games learned in steps 1-3, the methods students will devise a game for the business selected which will include:

a. the rules of the game
b. the factors to be used in determining results of decisions made by the game players
c. the forms and procedures used to play the game

7. The methods students will then test the rules, factors, and forms and procedures to see that they work by playing the game in methods class.

8. During the testing of the game, a high school teacher who has used games in class and a high school teacher who works in a school serving culturally different students will be asked to serve as resource persons to share their expertise and experiences in ironing out the "bugs" discovered.

   This will mean contacting institutions within and without the slum which have authority over or provide assistance relative to each area identified, learning the special problems which would be encountered by the business in the slum location, and how the institutions might help.

Pre-Planning

1. Instructor will order the film, "Napoli" in advance of the unit.

2. Instructor will secure the games listed in step 3 above so that students may examine them.

3. Instructor will secure the names and contact persons of a number of governmental, financial, and other agencies which might serve as sources of data for the student committees.

4. Instructor will contact resource persons for the testing phase of the game.

TEACHING MATERIALS:
BUSINESS EDUCATION DEPARTMENT,
MONTCLAIR STATE COLLEGE

ORIENTING STUDENT TEACHERS TO THE INNER-CITY COMMUNITY SERVED BY THEIR HIGH SCHOOL

Phase of Program

Student Teaching

Objectives

1. To become acquainted with the business, social, and residential neighborhood served by the school.

2. To learn what facilities, institutions, and agencies surround the school and how these may be useful to the teacher and his students.

3. To identify both the positive and negative environmental influences in which students live and mature.

Procedures

1. In order to prepare students for the in-community phase of this unit, reading assignments could be made from various publications, such as: Two Blocks Apart, A Profile of the Negro American, Low Income Youth in Urban Areas, and others.

2. Each student will then visit the local anti-poverty action council branch, at which time he would interview an official, attend a meeting of this group (if permitted), and secure available materials and literature. The purpose of this visit would be to get an overview of some of the problems, conditions, and activities existing in the geographic area served by this group.

3. Each student (or group of students) will then be assigned a small geographic area contiguous to the school to be visited and surveyed. (One note of caution seems appropriate at this point--visits and surveys should be conducted as unobstrusively as possible, as inner-city inhabitants might be particularly sensitive to cameras, numerous questions, and apparent outsiders.)

4. Each survey team will prepare a detailed map of their assigned area including the location of: educational facilities, police stations, fire stations, libraries, recreational areas and parks, vacant lots, saloons, restaurants, etc.

5. Each survey team will then prepare a written report describing their observations, including: the quantity of trash and garbage in the street, the number of abandoned cars, the general conditions of both buildings and homes, the dress and activities of the people observed, etc.

6. Immediately following the in-community phase of this unit, students will discuss their experiences and observations as a group. Discussions might include the effect of observed conditions on their students' aspirations, their students' attitudes towards both work and school, and on how a student perceives of himself.

   It might be advisable to have a home-school coordinator and/or a block parent present for this discussion. The purpose of this move would be to provide a resource person(s) to provide a balanced perspective in the event the discussion became unusually negative or took on implications not supported by the observations.

Pre-Planning

1. Instructor will contact the local branch of the anti-poverty council to secure permission for his student teachers' visits.

2. Instructor will obtain maps of the area surrounding the school in order to make survey assignments.

3. Instructor will contact the home-school coordinator and/or block parents serving the area to be surveyed and request their presence at the post-visitation discussion.

Correlated Materials

1. Student teachers could be shown the film entitled, "The Tenement," or they could be directed to read Slums and Suburbs, by James B. Conant.

2. Student teachers should be urged to attend a Parent-Teachers Association meeting within the surveyed area. They might be impressed with the parents' interest in their children's education.

LEARNING TO HELP CULTURALLY DIFFERENT HIGH SCHOOL STUDENTS STUDY OFFICE CAREERS

Phase of Program

Student Teaching

Objectives

1. To learn about the perceptions of office positions held by culturally different students and how these perceptions might differ from those held by other students.

2. To learn to utilize and administer materials and activities which can increase the culturally different student's knowledge of office positions.

3. To become acquainted with a variety of persons, in and out of school, who have knowledge and responsibility for securing jobs for high school business education students.

Procedures

1. Each student teacher will select a vocational office education class in which a career exploration unit would be appropriate and acceptable to his cooperating teacher.

2. The student teacher will ask each of the students in the class selected to choose one office position related to the course of study which he might wish to secure or would like to learn more about. The students will then be asked to write a short, one or two page paper during class time, describing what they know about the position such as:

    a. the educational qualifications needed
    b. the skills, knowledge, and abilities required to perform the employment duties
    c. the major duties performed in the position
    d. the salary or wage usually offered to a person starting in this position

    The purpose of this paper will be to identify the student's occupational interests and to evaluate his current knowledge.

3. These reports, after having been collected and read by the student teacher, will then become the basis for a group discussion in the college class. Special emphasis will be placed on the students' range of occupational interests, their aspirations in relation to their abilities and achieve-

ments, and their general knowledge of office work.

4. After learning the positions in which the students are interested, the teacher will secure from the school placement office, guidance counselor, and/or personnel directors in major firms, materials describing the positions such as:

   a. job descriptions and specifications
   b. copies of the Dictionary of Occupational Titles or copies of specific pages pertaining to the occupations under study
   c. career file materials shelved in the library
   d. other publications describing the office positions in which the students are interested.

5. With the help of the school placement office, and/or personnel directors, guidance counselor, and school-community coordinator, the student teacher will locate at least one person in the community (preferably a recent graduate from the high school) who is employed in each of the office positions chosen. The student teacher will contact this person and arrange for one to two of his students to spend at least one-half day visiting the office worker at his place of employment.

OR, if the class is large:

6. The student teacher may arrange to take the class on a field trip to a large employer of office workers. Part of the field trip experience would include a tour of the office building, a general explanation of the firm's activities, and a discussion with the personnel director of the hiring practices, employment tests, and educational and experience qualifications desired by the firm. Finally, the students should be split into small groups (no more than two students to a group) and assigned to an office worker, who is performing work of their stated interest, for the remainder of the day. The time spent with the office worker would involve observation and discussion of how the office worker liked his job, the firm, etc.

OR

7. The student teacher, using the same sources as above, may secure representatives of many of the positions as speakers to address the class about their work. In addition, a panel of persons representing various office positions could be set up to permit students to ask questions about what is involved in the office positions in which they are interested.

Either of these activities would broaden the horizon of each student by exposing him to the career interests of his fellow classmates.

8. If the panel discussion method is used, it is very important to secure young persons as representatives. Former students who have been out of school for no more than 1-3 years would permit the high school students to identify better with the panelists and perhaps encourage them to ask more questions.

9. After the panel discussion or visitations have been completed, the student teacher would ask his students to describe once again the positions under study, including each of the topics included in (4) above. A comparison should be made of the students' descriptions before and after they have studied the positions.

10. In the college class, the student teachers should discuss the success of their units, the changes in student perceptions, the gains in knowledge which occurred, and the possible means of increasing the range of occupational choice of culturally different students.

Correlated Activities

A unit that is closely allied to the one above would require student teachers to become familiar with the procedures a culturally different student should use to find employment, complete employment applications, and interview for employment. Such a unit seems particularly useful, for it is at this juncture that the culturally different student often experiences tremendous difficulties.

SOME SUGGESTIONS FOR A COURSE TO ACQUAINT PRESERVICE AND INSERVICE BUSINESS TEACHERS WITH INNER-CITY SCHOOLS AND THEIR CLIENTS

Objectives

The purpose of this course is to permit students to survey the problems and conditions related to inner-city business education in northern New Jersey. Only the broad outlines of the course are provided here. Each of the content areas must be detailed further and the mechanisms through which instruction will be provided identified: i.e., readings, field experiences, motion pictures, etc. It is suggested that the units presented in this publication be considered as possible mechanisms through which most of the content of this course might be offered.

Possible Areas of Content

I. Orientation to the inner-city community:

   A. The identification of major ghetto areas in the city.

      1. The nature and conditions of housing in the ghetto areas.

      2. The business, municipal, and community facilities provided in the ghetto areas.

      3. The identification, location, and function of institutions, governmental agencies, and community organizations serving ghetto residents.

   B. A description of racial and ethnic groups in the ghetto.

      1. The economic and social status of the groups.

      2. The life styles, customs, and cultural patterns of the groups.

      3. The attitudes of the groups toward community, municipal, and business organizations serving the ghetto.

      4. The attitudes of the groups toward the police.

      5. The attitudes of the groups toward schools and education.

II. Orientation to culturally different students in inner-city schools:

   A. The language and reading problems encountered by racial and ethnic groups served by the schools.

   B. The educational achievement of these groups in the schools.

   C. The expectancies of teachers and administrators towards these groups.

   D. Intergroup relations amongst ethnic and racial school groups.

   E. Types of anti-social behavior displayed by these groups.

   F. The expectancies of culturally different students towards teachers, school, and their own future.

   G. The identification of special physical, emotional, and psychological needs of culturally different students.

   H. The academic strengths and vocational potential of culturally different students.

   I. The kinds and amounts of previous work experience culturally different youth typically hold.

   J. The perceptions of office work held by culturally different youth.

   K. The problems experienced by culturally different youth in adjusting to their first office positions.

III. Orientation to inner-city ghetto schools:

   A. The location of high schools serving culturally different youth.

   B. The nature of the neighborhood surrounding these schools (i.e., conditions of housing, ethnic and racial composition of residents, etc.).

   C. The condition, facilities, and equipment of inner-city schools in relation to the condition, facilities, and equipment of suburban schools.

   D. The objectives of schools serving culturally different youth.

E. The types of specialized school personnel provided and their functions.

   1. Community relations specialist
   2. Staff social workers
   3. Staff psychologists or psychiatrists
   4. School-community coordinators
   5. School nurse and health officers
   6. Discipline counselors
   7. School placement officers
   8. Vocational guidance counselors

F. The types of specialized services offered

   1. Hot breakfast and hot lunch programs
   2. Summer recreation programs
   3. Adult retraining programs
   4. Tutoring programs

G. The types of specialized academic and vocational offerings

   1. English instruction to Spanish-speaking students
   2. Afro-American history and culture courses
   3. Swahili instruction
   4. History of Spanish-speaking peoples
   5. Consumer education
   6. Work experience programs in office occupations

IV. The employment conditions of the city:

   A. The employment areas served by the inner-city schools.

   B. The types and sizes of business and industrial firms in the market areas.

C. The kinds and quantities of office positions available in the markets.

D. Job requirements for the positions identified in C.

E. The rate of unemployment in the ghetto areas.

F. The rate of unemployment for culturally different youth.

G. Employment opportunities for racial and ethnic groups.

H. Job application, testing, and interview requirements for office positions in the market areas.

I. Agencies and organizations which seek to train and/or place culturally different youth in office positions.

J. On-the-job training programs of business and industry in the market areas.

BIBLIOGRAPHIES

Two bibliographies appear in this section. The first bibliography is a list of books and other materials which update and supplement the excellent bibliography produced by the participants of the Hunter College Workshop on Disadvantaged Youth. The second bibliography is a selected list of fiction and nonfiction materials pertaining to the American Negro which was developed by the library staff of the Benjamin Franklin High School in Philadelphia. Through the kind permission and cooperation of Benjamin Franklin High School, the bibliography is included in this report.

AN ADDENDUM TO THE

BOOST BIBLIOGRAPHY

Baughman, Laurence E. *Southern Rape Complex: A Hundred Year Psychosis*. Atlanta: Pendulum Books, 1966.

Berstein, Abraham Alexander. *The Education of Urban Populations*. New York: Random House, 1967.

Chilman, Catherine S. *Growing Up Poor*. Washington: U. S. Department of Health, Education and Welfare, Welfare Administration, Division of Research, May, 1966.

Coles, Robert. *Children of Crisis; A Study of Courage and Fear*. Boston: Little, Brown & Co., 1967.

Conrad, Earl. *The Invention of the Negro*. New York: P. S. Eriksson, 1967.

Cowles, Milly (ed.). *Perspectives in the Education of Disadvantaged Children; A Multidisciplinary Approach*. Cleveland: World Publishing Co., 1967.

Dawson, Helaine. *On the Outskirts of Hope; Educating Youth From Poverty Areas*. New York: McGraw-Hill Book Co., Inc., 1968.

Dentler, Robert A.; Markler, Bernard, and Warshauer, Mary Ellen, (ed.). *The Urban R's; Race Relations As the Problem on Urban Education*. New York: Published for the Center for Urban Education by Frederick A. Praeger, Inc., 1967.

Eddy, Elizabeth M. *Walk the White Line; A Profile of Urban Education*. Garden City, New York: Doubleday & Co., Inc., 1967.

Fadar, Daniel N. and Shaevitz, Morton H. *Hooked on Books*. New York: Berkley Publishing Corp., 1966.

Fantini, Martin D. and Weinstein, Gerald. *The Disadvantaged: Challenge to Education*. New York: Harper & Row Publishers, Inc., 1968.

Fern, Rashi. *An Economic and Social Profile of the Negro American*. Washington: Brookings Institute, 1967.

Fuchs, Estelle. *Teachers Talk; A View From Within Inner City Schools*. New York: Project True, Hunter College, City University of New York, 1967.

Gittell, Marilyn. *Educating an Urban Population*. Beverly Hills, California: Sage Publications, 1967.

Gordon, Ira J.; Curran, Robert L.; and Avila, Donald L. *An Interdisciplinary Approach to Improving the Development of Culturally Disadvantaged Children*. Gainesville: University of Florida, 1966.

Herndon, James. *The Way It Spozed To Be*. New York: Simon and Schuster, Inc., 1968.

Huddle, Donald A. (ed.). *Urban Education; Four Aspects of the Problem: Teacher Improvement, Student Promotion Policy, Potential Deliquency, and the Schoolhouse*. Bloomington, Indiana: Indiana School of Education, Indiana University, 1967.

Jacobs, Paul. *Prelude to Riot; A View of Urban America from the Bottom*. New York: Random House, 1968.

Johnson, Charles. *Growing Up in the Black Belt; Negro Youth in the Rural South*. New York: Schocken Books, 1967.

Keach, Everett T.; Fulton, Robert; and Gardner, William E. *Education and Social Crisis; Perspectives on Teaching Disadvantaged Youth*. New York: John Wiley & Sons, Inc., 1967.

Kohl, Herbert R. *36 Children*. New York: The New American Library of World Literature, Inc., 1967.

Kontos, Peter G. and Murphy, James J. *Teaching Urban Youth; A Source Book for Urban Education*. New York: John Wiley & Sons, Inc., 1967.

Liebow, Elliot. *Tally's Corner; A Study of Negro Streetcorner Men*. Boston: Little, Brown & Co., Inc., 1967.

Marschak, Marianne. *Teachers Evaluate the Progress of the Head Start Child*. Los Angeles: Economic and Youth Opportunities Agency, Training Department, c1966.

Mayerson, Charlotte L. *Two Blocks Apart*. New York: Holt, Rinehart & Winston, Inc., 1965.

Miller, Harry. *Education for the Disadvantaged; Current Issues and Research*. New York: Free Press, 1967.

Moore, G. A. *Realities of the Classroom; Observations in Elementary School*. Garden City, New York: Anchor Books, 1967.

Morsback, Mabel. *The Negro in American Life*. Cincinnati: Cincinnati Lithographing, 1966.

Orem, Robert R. (ed.). *Montessori for the Disadvantaged; An Application of Montessori Educational Principles to the War on Poverty*. New York: G. P. Putnam's Sons, 1967.

Report of the National Advisory Commission on Civil Disorder. New York: Bantam Books, Inc., 1968

Rosenthal, Robert, and Jacobson, L. F. *Pygmalion in the Classroom*. New York: Holt, Rinehart & Winston, Inc., 1967.

Ross, Arthur M, and Hill, Herbert (ed.). *Employment, Race and Poverty*. New York: Harcourt, Brace and World, 1967.

Rutledge, Aaron L. and Gars, Gertrude. *Nineteen Negro Men: Personality and Manpower Retraining*. San Francisco: Jersey-Bass, 1967.

Schrag, Peter. *Village School Downtown; Politics and Education*. Boston: Beacon Press, 1967.

Storen, Helen Frances. *The Disadvantaged Early Adolescent; More Effective Teaching*. New York: Mc-Graw Hill Book Co., Inc., 1968.

Tredt, Sidney W. (ed.). *Teaching the Disadvantaged Child*. New York: Oxford University Press, 1968.

Weaver, Robert Clifton. *The Negro Ghetto*. New York: Russell and Russell, 1967.

SELECTED READINGS ABOUT THE NEGRO IN AMERICA

Comprehensive View

Butcher, Margaret. The Negro in American Culture. New York: Knopf Publishing Co., 1956.

Davie, Maurice Rea. Negroes in American Society. New York: Whittlesey House, 1949.

Davis, John P. American Negro Reference Book. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Hughes, Langston and Meltzer, Milton. A Pictorial History of the Negro in America. New York: Crown Publishing Co., 1956.

International Library of Negro Life and History Encyclopedia. New York City: Publishers Co., Inc., 5 volumes, 1967.

Negro Heritage Library Encyclopedia. Yonkers, New York: Educational Heritage, Inc., 1964.

Woodson, Carter G. Story of the Negro Retold. Washington, D.C.: Associated Publishers, Inc., 1935.

Zinn, Howard. The Southern Mystique. New York: Knopf Publishing Co., 1964.

That All Men May Be Free

Bates, Daisy. Long Shadow of Little Rock. New York: David McKay Co., Inc., 1962.

Caughey, John W. Land of the Free. New York: Benzinger Brothers, Inc., 1965.

Killens, John Oliver. Black Man's Burden. New York: Trident Press, 1965.

Meltzer, Milton and Meier, August. Time of Trial, Time of Hope. Garden City, New York: Doubleday and Co., 1966.

Proudfoot, Merrill. Diary of a Sit-In. Chapel Hill: University of North Carolina Press, 1962.

Rose, Arnold. DeFacto School Segregation. New York: National Conference of Christians and Jews, 1964.

Tussman, Joseph. *The Supreme Court on Racial Discrimination*. New York: Oxford Press, 1963.

Wish, Harvey. *The Negro Since Emancipation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Who Speaks for the Negro

Baldwin, James. *The Fire Next Time*. New York: Dial Press, 1963.

_______. *Nobody Knows My Name*. New York: Dial Press, 1961.

_______. *Notes to a Native Son*. Boston: Beacon Press, 1955.

Barton, Rebecca Chalmers. *Witness for Freedom; Negro Americans in Autobiography*. New York: Harper and Row Publishers, Inc., 1948.

Booker, Simeon. *Black Man's America*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Brink, William. *The Negro Revolution in America*. New York: Simon and Schuster, 1963.

Daniel, Bradford (ed.). *Black, White and Gray*. New York: Sheed and Ward, 1964.

Warren, Robert Penn. *Who Speaks for the Negro?* New York: Random House, 1965.

The Urban Scene

Blaustein, Albert Paul. *Desegregation and the Law*. New Brunswick, New Jersey: Rutgers University Press, 1957.

Drake, St. Clair and Clayton, Horace R. *Black Metropolis*. Evanston, Illinois: Harper and Row Publishers, Inc., Vol. I and II, 1964.

Frazier, Edward Franklin. *Race and Culture Contacts in the Modern World*. New York: Knopf Publishing Co., 1957.

Javits, Jacob K. *Discrimination - U.S.A.* New York: Harcourt, Brace and World, Inc., 1960.

Johnson, Philip A. *Call Me Neighbor, Call Me Friend*. Garden City, New York: Doubleday and Co., Inc., 1965.

Wakin, Edward. *At the Edge of Harlem*. New York: William Morrow and Co., 1965.

Williamson, Stanford. *With Grief Acquainted*. Chicago: Follett Publishing Co., 1964.

Emerging Leadership

Adams, Russell L. *Great Negroes Past and Present*. Chicago: Afro-American Publishing Co., 1963.

Ginsberg, Eli and Alfred Eichner. *The Troublesome Presence*. New York: New American Library, 1964.

Hentoff, Nat. *The New Equality*. New York: Viking Press, 1964.

Holt, Rackham. *Mary McLeod Bethune*. Garden City, New York: Doubleday and Co., 1964.

Lubell, Samuel. *White and Black*. New York: Viking Press, 1964.

Rowan, Carl. *Wait Till Next Year*. New York: Random House, 1967.

Silberman, Charles. *Crisis in Black and White*. New York: Random House, 1967.

Wilson, James Quinn. *Negro Politics: the Search for Leadership*. New York: Macmillan Co., 1960.

The Creative Spirit

Baldwin, James. *Blues for Mr. Charlie*. New York: Dial Press, 1964.

Bontemps, Arna Wendell. *Golden Slippers*. Evanston, Illinois: Harper and Row, Inc., 1941.

Connelly, Marcus Cook. *The Green Pastures*. New York: Holt, Rinehart and Winston. 1964.

Courlander, Harold. *Negro Folk Music in U.S.A.* New York: Columbia University Press, 1963.

Ellison, Ralph. *Shadow and Act*. New York, Random House, 1964.

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Random House, 1959.

Hughes, Langston. *Five Plays*, Bloomington, Indiana: Indiana University Press, 1963.

_______. *Poems from Black Africa*. Bloomington, Indiana: Indiana University Press, 1963.

Negro Contributions to America's Progress

Anderson, Marian. *My Lord What A Morning*. New York: F. Watts, 1956.

Brown, Jimmy. *Off My Chest*. Garden City, New York: Doubleday and Co., 1964.

Gibson, Althea. *I Always Wanted to Be Somebody*. New York: Harper and Row, 1968.

Holt, Rackham. *George Washington Carver*. New York: Harper and Row, 1943.

Horne, Lena. *Lena*. Garden City, New York: Doubleday and Co., 1965.

Hughes, Langston. *Famous Negro Heroes in America*. New York: Dodd, Mead and Co., Inc., 1958.

Miller, Floyd C. *Ahdoolo*! New York: E.P. Dutton and Co., Inc., 1963.

Paige, Leroy (Satchel). *Maybe I'll Pitch Forever*. Garden City, New York: Doubleday and Co., 1962.

Shapiro, Milton J. *Jackie Robinson*. New York: Julian Messner, Inc., 1957.

Woodson, Carter. *Negro Makers of History*. New York: Associated Publishers, Inc., 1958.

Young, A.S. "Doc". *Negro Firsts in Sports*. Chicago: Johnson Publishing Co., Inc., 1963.

Negro Fiction

Allen, Gina. *The Forbidden Man*. Philadelphia: Chilton Books, 1961.

Baldwin, James. *Go Tell It On the Mountain*. New York: Grosset and Dunlap, 1953.

_______. *Going to Meet the Man*. New York: Dial Press, 1965.

Bontemps, Arna. *Chariot in the Sky*. New York: Holt, Rinehart and Winston, 1951.

Douglas, Ellen. *Black Cloud, White Cloud*. Boston: Houghton Mifflin Co., 1963.

Ellison, Ralph. *Invisible Man*. New York: Random House, 1952.

Kelly, William. *A Different Drummer*. Garden City, New York: Doubleday and Co., 1962.

Killens, John O. *Youngblood*. New York: Dial Press, 1954.

Owens, William. *Look to the River*. Kingsport, Tennessee: Kingsport Press, Inc., 1963.

Petry, Ann. *Tituba of Salem Village*. New York: Thomas Y. Crowell Co., 1964.

Smith, William. *The Stone Face*. New York: Farrar, Straus, 1963.

Walker, Margaret. *Jubilee*. Boston: Houghton Mifflin Co., 1966.

Williams, John Alfred. *Night Song*. New York: Farrar, Straus and Cudahy, 1961.

_______. *Sissie*. New York: Farrar, Straus and Cudahy, 1963.

Wright, Richard. *Native Son*. New York: Harper and Row, 1941.

_______. *Eight Men*. Cleveland: World Publishing Co., 1961.

Yerby, Frank. *The Saracen Blade*. New York: Dial Press, 1952.

APPENDICES

APPENDIX A-1

ACTIVITY GUIDE SHEET

Activity: To visit the office of the Congress of Racial Equality, listen to an address by its director, and discuss the organization, the work of the schools, and the problems of the Negro in Philadelphia with CORE leaders.

Purpose of Activity: To provide participants with first-hand contact with the leaders, organization, and services of a grass-roots political organization designed to help the Negro community and slum residents help themselves.

Pre-Activity Assignment: Read materials describing CORE distributed to you.

Possible Questions to Ask:

1. Why was the organization formed and what is its function?
2. Whom does the organization serve and in what ways?
3. How large is the organization and of whom is it comprised?
4. In what activities and projects is the organization presently engaged?
5. How does the work of the organization relate to other agencies and particularly, the work of the school?
6. To what extent is there community involvement in the organization?
7. From what sources does the organization receive its funds?

Possible Items to Observe:

1. The neighborhood in which the office is located -- the kinds of institutions, buildings, and other facilities present.
2. Adverse environmental influences in the neighborhood.
3. The appearance and shape of the facilities.
4. The attitudes, backgrounds, and expertise of the organization personnel.

APPENDIX A-1 (con't)

Possible Post-Activity Assignments:

1. Discuss how useful this, or a similar experience might be for sensitizing undergraduates to the problems of ghetto life.
2. Design a unit incorporating a similar experience.

APPENDIX A-2

ACTIVITY GUIDE SHEET

Activity: Mapping Project

Description of Activity: The participants will be divided into groups of from 2-4 persons, and each group will be assigned a student guide. The student guide will be a student from the Temple University Upward Bound Program familiar with the neighborhood surrounding Benjamin Franklin High School. The student guide will be available to the participants for the purpose of answering questions they have about the buildings, institutions, or conditions which the participants notice. The guide will not conduct a "tour" of the neighborhood.

Purpose of Activity:

a. To acquaint the participants with the environment of a school which serves a slum neighborhood.

b. To have the participants experience a possible learning activity which could be utilized for their undergraduate business teacher education students.

Pre-Activity Assignment: Listen carefully to the address by Dr. Charlotte Epstein of the Temple University Teacher Corps Program, "Studying the Community."

Activity Assignment:

a. Indicate the number and types of the following located on your assigned route:

    1. Churches
    2. Libraries
    3. Saloons
    4. Restaurants
    5. Schools
    6. Social welfare agencies
    7. Vacant lots
    8. Recreation areas
    9. Other buildings, institutions or sites.

b. Construct a list of the following:

    1. Adverse environmental influences noted on your route.

    2. Positive environmental influences noted on your route.

APPENDIX A-2 (con't)

c. Things to observe:

1. Number, appearance, ages, and activities of idle males.
2. Appearances, activities, and supervision of pre-school children.
3. Number, ages, and activities of school-age children not in school.
4. Condition of neighborhood (i.e.: abandoned cars, empty lots, vacated and boarded-up properties, amount of trash, condition of streets, etc.).

Post-Activity Assignment:

a. Treat your student guide to lunch and discuss with him his future career objectives and ambitions.

b. Discuss your experiences in the mapping project with Dr. Charlotte Epstein upon your return; particularly means by which you might improve or alter the mapping project so as to adapt it to your undergraduate business teacher education program.

c. Design a similar mapping experience for your undergraduate business teacher education program and discuss those plans with the other college groups.

APPENDIX B

LIST OF FILMS ON CULTURALLY DIFFERENT YOUTH SHOWN TO PARTICIPANTS

Five films were shown to the participants to provide them with additional background information on culturally different students and to permit them to preview outstanding films for possible inclusion in their preservice business teacher education program. All of the films are available from the National Education Television Film Service, Indiana University, Audio Visual Center, Bloomington, Indiana (47401). The title, content and other specifications on the films follow:

LOSING JUST THE SAME (16mm/60 min./b&w/sale $200/rental $9.15)

The hope and the despair of the Negroes in urban America are illustrated through the life of a single Negro family. The mother is supporting ten children on welfare checks and, in spite of the poverty of her surroundings, dreams of her children's success. Her 17-year-old son drops out of school and obtains a job in order to fulfill his dream of owning a fine car. The dreams of both mother and son are shattered when the boy is accused of arson and sent to jail.

JUSTICE AND THE POOR (16mm/60 min./b&w /sale $240/rental $10.15)

A report on the inequities in the present justice system and on some reforms which are being made. The film asserts that the poor receive callous treatment from the police, are penalized by the bail system, and seldom can obtain the services of a qualified lawyer. Various attempts to remedy these situations are documented including bail reforms in New York, police-youth dialogues in Palo Alto, and the use of a UNIVAC machine to provide good lawyers for indigents in Houston.

THE POOR PAY MORE (16mm/60 min./b&w/sale $200/rental $9.15)

This film provides a close look at the special hardships faced by the poor in the area of consumer purchasing. The pricing practices of supermarket chains, the techniques of food freezer salesmen (actually shown through the use of concealed cameras), and the methods of the furniture and appliance stores and their association with the finance companies are examined. Officials from various private and governmental programs outline these problems and show how they are attempting to alleviate them.

APPENDIX B (con't)

A SECOND CHANCE (16mm/60 min./b&w/sale $200/rental $9.15)

This film tells the story of a group of boys who are school dropouts, beginning with their departing from New York City and ending after their first 300 days at Fort Rodman, a Job Corpscamp near New Bedford, Mass. The problems, defeats, and triumphs of the teachers and trainees during this period are candidly shown as the boys progress from lonely individuals to a cohesive group.

THE WAY IT IS (16mm/60 min./b&w/sale$200/rental $9.15)

A vivid documentary which takes the viewer into the chaos of the ghetto school and reports on what is being done in one particular school to remedy this situation. Focusing on Junior High School 57 in the Bedford-Stuyvesant section of Brooklyn, the workers with a New York University special learning project are candidly shown in classrooms, teachers' meetings, and visits with parents. Moderate success in reaching the children was achieved only when many different approaches were adopted.

APPENDIX C

INSTITUTE EVALUATION SHEET

(Attach additional sheets if needed. There is no need to identify yourself)

1. Which experiences during the seminar do you feel were most helpful to you in terms of changing or modifying your attitudes toward disadvantaged youth and why?

2. Which experiences do you feel helped you most to develop the units of instruction for your undergraduate teacher education program and why?

APPENDIX C (con't)

3. Which experiences do you feel were least helpful to you in terms of changing or modifying your attitudes toward culturally different youth and how might you suggest those experiences could have been altered to increase their usefulness to you.

4. Which experiences do you feel were least helpful to you in terms of developing the units of instruction for your undergraduate teacher education program and how might you suggest these experiences could have been altered to be more useful?

5. How useful was the special library of materials and microfiche to you in either changing your attitudes toward culturally different youth or in helping you to develop units of instruction and why?

APPENDIX C (con't)

6. Do you feel that you will be able to implement the units of instruction you have developed on your return to college? What situations, people, or things might inhibit you from implementing the units?

7. Do you feel that having one or more members of your department as a co-participant increased the effectiveness of the Institute? Do you feel that your co-participant(s) will increase the probability that the units of instruction you developed will be implemented?

8. Do you have any other comments or criticisms of the Institute or the experiences you underwent?